

Pupil premium strategy statement – Altofts Junior School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	316
Proportion (%) of pupil premium eligible pupils	15.6% (23/24) 19.3% (24/25)
1	2023-2026
Date this statement was published	November 2023
Date on which it will be reviewed	July 2026
Statement authorised by	Andrea Wright
Pupil premium lead	Joanne Vickers
Governor / Trustee lead	Ellen Wood

Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	£84160

Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£84160

Funding overview this year 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	£92750
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£92750

Part A: Pupil premium strategy plan

Statement of intent

At Altofts Junior School, we strive to ensure that all of our pupils, regardless of the barriers they face, become successful learners. We live and breathe our vision to provide an education and environment that enables pupils to be independent life-long learners, who are accepting and understanding citizens, prepared exceptionally well for life beyond our school.

When making decisions about using Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced alongside research conducted by for example the Education Endowment Foundation. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties, attendance and punctuality issues as well as the need for external agency support, for example, Safeguarding. These factors add to the complexity of each child and their family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

Key principles of our Pupil premium plan include:

- Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of our pupils
- Professional development to support quality first teaching such as National Professional Qualifications (NPQs)
- Provision of technology and other resources that support high-quality teaching, for example software to support teaching and learning and diagnostic assessment
- Targeted academic support through teaching assistant deployment including targeted one to one and small group interventions to support language development, literacy and numeracy
- Support for the pastoral and wellbeing aspects of a child’s development. Our pastoral team is committed in ensuring that all pupils are provided with the forum to openly talk to trusted adults so that we meet the needs of each child holistically.
- Supporting attendance
- Extra-curricular activities, including sport, outdoor activities, arts and culture.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
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1	Attendance of disadvantaged children. 10.3% of sessions were missed by disadvantaged pupils compared to 5.92% of sessions missed by non disadvantaged pupils.
2	Wellbeing and the mental health of our pupils continues to affect behaviour and attendance, particularly of our disadvantaged pupils. Our assessments, discussions and observations have identified social and emotional / selfconfidence issues for some disadvantaged pupils. Since the pandemic, teacher referral for support has increased.
3	Learning needs to improve across foundation subjects. Ineffective mapping and sequencing of knowledge and skills is impeding delivery and impacting on pupils' learning.
4	Progression and support of pupils with SEND and the lowest 20% is highly variable. Clearer support needs to be given to support children with SEND and the lowest 20%. A significant proportion of our disadvantaged children have an additional need.
5	Internal assessment shows that children have gaps in both their substantive and disciplinary knowledge across a number of subjects. This indicates that knowledge is not being transferred into the long-term memory and that gaps in knowledge are not being identified and addressed. This inconsistency in QFT results in variable progress.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria	Evaluation
Priority 1 Improvement in overall attendance including persistent absentees.	Attendance for all pupils to be at least 95%	2023-2024 PP 87.96 2024 – 2025 PP 88.55 2023 – 2024 PA 19.34
	- Attendance for those that are disadvantaged to be at least 95% - For PA to be no higher than 11% whole school	2024 – 2025 PA 15.06

Priority 2 Improvement in wellbeing and the mental health of pupils continues to improve behaviour and attendance, particularly of our disadvantaged pupils.	• Pupils develop skills to self-regulate • Improved attendance • Reduction in behaviour incidents • Increase in resilience	2023 – 2024 New learning mentors recruited and undergo training for ELSA, Zones of regulation and drawing and talking therapy 2024 – 2025 Zones of regulation implemented and has had an impact on behaviour as evidenced by the reduction of children attending lunchtime reflections. Whilst attendance remains below the intended outcome there has been an increase in attendance and a whole school reduction of PA. This indicates increased pupil resilience and self-regulation skills.
Priority 3 Improved learning through effective mapping and sequencing of knowledge and skills across foundation subjects.	• Foundation subjects mapped and sequenced, so children build on prior learning • Knowledge organisers created for each subject to ensure children acquire and retain the most important knowledge • Assessment systems in place so teachers can assess pupils' knowledge in foundation subjects to enable them to close any gaps	2023 – 2024 All foundation subjects mapped out with knowledge organisers in place 2024 – 2025 Assessment system developed and implemented for all foundation subjects identifying pupils who have not met the expected standard. Next step is to monitor and review progress with a focus on vulnerable groups. The curriculum is rich and engaging. It is designed carefully to inspire pupils and support their learning across a broad range of subjects. Ofsted July 2025 The school has designed an ambitious curriculum. It is carefully sequenced so that pupils' knowledge builds step
		by step through the years. Ofsted July 2025

Priority 4 All pupils with SEND and the lowest 20% will receive the correct support and achieve good progress	• Learner Profiles and My Support Plans are created and followed • EHCPs are followed to ensure the needs of each pupil are met • Increased progress for pupils with SEND.	2023-2024 Learner profiles and my support plans are created and followed for all pupils who require one. EHCPs followed as outlines. Provision is regularly monitors and amended as necessary with the full support and engagement of parents and carers. Regular support and advice is sought from WISSEDS and external agencies. 2024-2025 Intervention program implemented with baseline and exit data closely monitored by the Intervention leader leading to improved outcomes at the end of Key Stage 2 for disadvantaged pupils. Internal data for the interventions shows that this provision is closing learning gaps. Staff ensure that pupils' emerging needs or any barriers that may have arisen are identified swiftly. This means pupils with special educational needs and/or disabilities (SEND) have well-planned support in place. Disadvantaged pupils are helped to achieve well and take part in the full range of activities that contribute to life in school. Ofsted July 2025
Priority 5 Delivery of consistent QFT promoting knowledge retention and closing of gaps.	• Education research-based Teaching and Learning principles developed. • T&L principles implemented through CPD. • Increased levels of attainment and progress for all pupils	2023-2024 3 year plan of Teaching and Learning developed and year 1 rolled out based on recent pedagogical research. CPD given to teachers and impact monitored through lesson observations, book looks and pupil voice.

		2024 – 2025 Year 2 of the plan implemented and monitored leading to very good outcomes at the end of key stage 2 for disadvantaged pupils. Teachers present learning clearly. They use their secure subject knowledge to build effectively on pupils' prior understanding, particularly in English and mathematics. Pupils discuss their learning enthusiastically with each other. There is a focus on developing and extending pupils' vocabulary. The school checks pupils' learning regularly. Typically, these checks ensure teachers address any gaps or misconceptions in pupils' learning. Ofsted July 2025
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Activity in academic year 2023-2024

This details how we intend to spend our pupil premium funding this **academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15639

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver highly effective CPD to increase the quality of the teaching profile across the school. Use of core Subject Leads to model/rehearse/coach teachers	Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective. 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach)	3,4,5

Subject specific CPD to be provided for the wider curriculum subjects.		
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Teaching writing CPD as writing outcomes are lower than Maths and Reading for disadvantaged pupils in most classes	A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. Improving Literacy in Key Stage 2 EEF	
PIXL support for the Raising Standards across school through provision of CPD, Intervention resources, QLA and gap filling systems.	• Strategies and resources to address areas such as disciplinary literacy, reading, transition, financial education, oracy, writing or calculation fluency. • Leadership courses are aimed at people in different roles: RSL course, middle leaders (new and experienced) and pastoral team CPD. • Diagnostic Assessment Package providing the tools to diagnose pupils' gaps and benchmark against thousands of pupils. • Diagnosis, Therapy, Testing and Revisiting (DTTR) to support staff in diagnosing and addressing gaps in learning.	3,4,5
Enhancement of our maths teaching in line with DfE and EEF guidance. Fund teacher release time to embed key elements of teaching for mastery guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidencebased approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 'Embedding Teaching for Mastery' Working Group as part of the Maths Hub programme	4,5
Introduce Number Sense maths programme in lower school and structured times tables format	The Number Sense Maths programme is informed by research into children's attainment of number sense, children's attainment of fluency in addition and subtraction facts, and children's attainment of fluency	4,5

	in multiplication facts. 10 research principles underpin the programmes.	
Purchase engaging, knowledgerich, progressively sequenced curriculums and lesson plans for foundation subjects. Including teacher CPD videos and planning materials.	In key stages 2&3, schools need to provide a broad, rich curriculum. Ofsted research into the curriculum shows that these stages are particularly susceptible to a narrow curriculum, and that this has a disproportionately negative effect on disadvantaged pupils (including those with SEND). Curriculum content must be broken down into components and sequenced in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills.	3,4,5
Assessment PIXL Test base	Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention. To improve systems, expectations and practice in classrooms so that	4,5
	pupils are given the best chance possible of accelerating their learning. As part of the assessment cycle using PIXL assessment will ensure that progress is measured, and intervention is implemented and pitched at the correct stage to ensure accelerated progress. PIXL tests will support teacher assessment and inform pupil progress meetings including discussion about the progress and achievement of our disadvantaged pupils. https://educationendowmentfoundation.org.uk/tools/assessingand-monitoring-pupilprogress/developing-whole-schoolassessment/diagnostic-assessment/	

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £62809

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Emotional Literacy intervention (ELSA) by Learning Mentor Zones of regulation for targeted pupils by Learning Mentor	EEF report that social and emotional learning approaches have a positive impact, on average of 4 months additional progress in academic outcomes over the course of an academic year. Improving Social and Emotional Learning in Primary Schools EEF	1, 2
Trial Drawing and Talking intervention with pupils who are not suited to ELSA interventions	Improving Social and Emotional Learning in Primary Schools EEF	1, 2
Yark reading intervention for Year 6 pupils at risk of not meeting age related expectations	EEF state that such 'Reading Comprehension' interventions have a high impact on pupils.	4,5
Use of TAs to run immediate small group interventions (Reading, Writing and Maths) for pupils who are at risk of not being age related	To ensure that pupils keep pace and are secure before moving on. Typically provision for disadvantaged and send to ensure individual needs are met and secure progress in reading, writing and maths.	4,5
Clicker software to support adaptive teaching by scaffolding	Scaffolding provides the support required, which is then removed when no longer needed. Adaptive teaching	3, 4, 5
	https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptiveteaching Clicker research https://educationendowmentfoundation.org.uk/news/fiveevidence-based-strategies-pupils-with-special-educationalneeds-send	
Systematic Synthetic Phonics programme – Read Write Inc - to secure phonics for those children not achieving in KS1	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4, 5

Touch typing	Full article: Keyboarding instruction: Comparison of techniques for improved keyboarding skills in elementary students Touch-typing for better spelling and narrative-writing skills on the computer - Weerdenburg - 2019 - Journal of Computer Assisted Learning - Wiley Online Library	3,4,5
Toe by toe	Toe By Toe Academic Research - Toe By Toe	4, 5

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £13191

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of outside services: Education psychology and Wisendss to provide individual advice for SEND pupils	A large proportion of SEND pupils are also disadvantaged and require the support from outside agencies.	2,4,5
IDL Wellbeing software available to all children	Studies have proven that teaching resilience and emotional literacy can reduce incidents of poor mental health later. IDL Wellbeing adopts an integrated approach to support children, aged 7 -13, to understand and address unwelcome emotions as well as encourage positive ones. Improving social and emotional learning	1,2
Residential and educational visits subsidiary	To ensure that all pupils have access to wider experiences Physical activity EEF An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	1,2, 3,4,5
Learning Mentors employed to provide pastoral support Improve the quality of social and emotional (SEL) learning	KCSIE 2024 highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer. EEF Case Study Example DFE Supporting Wellbeing DFE Mental Health & Wellbeing in Schools. Improving social and emotional learning	1, 2

Experiences subsidiary Junior Duke	To support the implementation of the 'Every child should' to ensure that all pupils have access to a wider experience. Junior Duke is a ten-level award aimed at increasing children's independence, confidence and resilience by giving them a non-academic platform on which to feel success and achievement. An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	2
Opal costs. Lunch time staff support with structure play / equipment	OPAL has been independently proven to sustainably improve the quality of play in British primary schools leading to behaviour across school that is good at all points of the day including break and lunch times. Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme The-Case-For-Play-In-Schools-web-1-1.pdf	2
Music SLA	Access to music services a priority for those that are disadvantaged. Through whole class sessions in LKS2. Arts participation EEF	3, 4, 5
Breakfast club	To ensure that attendance of those that are disadvantaged does not fall below national and to reduce those that are at PA https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://educationendowmentfoundation.org.uk/news/breakfastclubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	1, 2, 4

Total budgeted cost: £91639

Activity in this academic year 2024-2025

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16839

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deliver highly effective CPD to increase the quality of the teaching profile across the school. Use of core Subject Leads to model/rehearse/coach teachers Subject specific CPD to be provided for the wider curriculum subjects. Teaching writing CPD as writing outcomes are lower than Maths and Reading for disadvantaged pupils in most classes	Quality first teaching in the classroom has the biggest impact on accelerating progress in students and closing gaps in learning. It is essential that our CPD offer is highly effective. 'We know from the best available evidence that the most powerful tool we have to combat educational inequality is to support great teaching in every classroom'. (EEF 2020- 21, The EEF Guide to Supporting School Planning, A Tiered Approach) A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. Improving Literacy in Key Stage 2 EEF	3,4,5
PIXL support for the Raising Standards across school through provision of CPD, Intervention resources, QLA and gap filling systems.	• Strategies and resources to address areas such as disciplinary literacy, reading, transition, financial education, oracy, writing or calculation fluency. • Leadership courses are aimed at people in different roles: RSL course, middle leaders (new and experienced) and pastoral team CPD. • Diagnostic Assessment Package providing the tools to diagnose pupils' gaps and benchmark against thousands of pupils. • Diagnosis, Therapy, Testing and Revisiting (DTTR) to support staff in diagnosing and addressing gaps in learning.	3,4,5
Enhancement of our maths teaching in line with DfE and EEF guidance. Fund teacher release time to embed key elements of teaching for mastery guidance.	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidencebased approaches: Maths_guidance_KS_1_and_2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3 'Embedding Teaching for Mastery' Working Group as part of the Maths Hub programme	4,5

Continue to use Number Sense maths programme in lower school and structured times tables format	The Number Sense Maths programme is informed by research into children's attainment of number sense, children's attainment of fluency in addition and subtraction facts, and children's attainment of fluency in multiplication facts. 10 research principles underpin the programmes.	4,5
Purchase/continue to subscribe to engaging, knowledge-rich, progressively sequenced curriculums and lesson plans for foundation subjects. Including teacher CPD videos and planning materials.	In key stages 2&3, schools need to provide a broad, rich curriculum. Ofsted research into the curriculum shows that these stages are particularly susceptible to a narrow curriculum, and that this has a disproportionately negative effect on disadvantaged pupils (including those with SEND). Curriculum content must be broken down into components and sequenced in a logical progression, systematically and explicitly, for all pupils to acquire the intended knowledge and skills.	3,4,5
Continue to use PIXL Assessment Continue to subscribe to Test base	Standardised diagnostic assessments to identify individual pupil need for both teaching and learning and academic intervention. To improve systems, expectations and practice in classrooms so that pupils are given the best chance possible of accelerating their learning. As part of the assessment cycle using PIXL assessment will ensure that progress is measured, and intervention is implemented and pitched at the correct stage to ensure accelerated progress. PIXL tests will support teacher assessment and inform pupil progress meetings including discussion about the progress and achievement of our disadvantaged pupils. https://educationendowmentfoundation.org.uk/tools/assessingand-monitoring-pupilprogress/developing-whole-schoolassessment/diagnostic-assessment/	4,5

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £64830

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Emotional Literacy intervention (ELSA) by Learning Mentor Zones of regulation for targeted pupils by Learning Mentor	EEF report that social and emotional learning approaches have a positive impact, on average of 4 months additional progress in academic outcomes over the course of an academic year. Improving Social and Emotional Learning in Primary Schools EEF	1, 2
Continue Drawing and Talking intervention with pupils who are not suited to ELSA interventions	Improving Social and Emotional Learning in Primary Schools EEF	1, 2
Use of TAs to run immediate small group interventions (Reading, Writing and Maths) for pupils who are at risk of not being age related	To ensure that pupils keep pace and are secure before moving on. Typically provision for disadvantaged and send to ensure individual needs are met and secure progress in reading, writing and maths.	4,5
Clicker software to support adaptive teaching by scaffolding	Scaffolding provides the support required, which is then removed when no longer needed. Adaptive teaching https://educationendowmentfoundation.org.uk/news/moving-from-differentiation-to-adaptiveteaching Clicker research https://educationendowmentfoundation.org.uk/news/fiveevidence-based-strategies-pupils-with-special-educationalneeds-send	3, 4, 5
Systematic Synthetic Phonics programme – Read Write Inc - to secure phonics for those children not achieving in KS1	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	3, 4, 5
Touch typing	Full article: Keyboarding instruction: Comparison of techniques for improved keyboarding skills in elementary students Touch-typing for better spelling and narrative-writing skills on the computer - Weerdenburg - 2019 - Journal of Computer Assisted Learning - Wiley Online Library	3,4,5

Toe by toe	Toe By Toe Academic Research - Toe By Toe	4, 5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £15462

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of outside services: Education psychology and Wisendss to provide individual advice for SEND pupils	A large proportion of SEND pupils are also disadvantaged and require the support from outside agencies.	1, 2,4,5
IDL Wellbeing software available to all children	Studies have proven that teaching resilience and emotional literacy can reduce incidents of poor mental health later. IDL Wellbeing adopts an integrated approach to support children, aged 7 -13, to understand and address unwelcome emotions as well as encourage positive ones. Improving social and emotional learning	1,2
Educational visits subsidiary	To ensure that all pupils have access to wider experiences Physical activity EEF An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	1,2, 3,4,5
Learning Mentors employed to provide pastoral support Improve the quality of social and emotional (SEL) learning	KCSIE 2024 highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer. EEF Case Study Example DFE Supporting Wellbeing DFE Mental Health & Wellbeing in Schools. Improving social and emotional learning	1, 2

Experiences subsidiary Junior Duke	To support the implementation of the 'Every child should' to ensure that all pupils have access to a wider experience. Junior Duke is a ten-level award aimed at increasing children's independence, confidence and resilience by giving them a non-academic platform on which to feel success and achievement. An unequal playing field: extra-curricular activities, soft skills and social mobility - GOV.UK	2
Opal costs. Lunch time staff support with structure play / equipment	OPAL has been independently proven to sustainably improve the quality of play in British primary schools leading to behaviour across school that is good at all points of the day including break and lunch times. Supporting school improvement through play: An evaluation of South Gloucestershire's Outdoor Play and Learning Programme The-Case-For-Play-In-Schools-web-1-1.pdf	2
Music SLA	Access to music services a priority for those that are disadvantaged. Through whole class sessions in LKS2. Arts participation EEF	3, 4, 5
Breakfast club	To ensure that attendance of those that are disadvantaged does not fall below national and to	1, 2, 4
	reduce those that are at PA https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://educationendowmentfoundation.org.uk/news/breakfastclubs-found-to-boost-primary-pupils-reading-writing-and-maths-res	

Total budgeted cost: £97131

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

2023-2024	Summer	
	EXS+	GD
Year 3		
Reading		
Pupil Premium	54	24
Non-Pupil Premium	70	40
Writing (Teacher Assessed)		
Pupil Premium	50	8
Non-Pupil Premium	50	1
Maths		
Pupil Premium	45	27
Non-Pupil Premium	47	2
2023-2024	Summer	
	EXS+	GD
Year 4		
Reading		
Pupil Premium	31	19
Non-Pupil Premium	64	22
Writing (Teacher Assessed)		
Pupil Premium	47	0
Non-Pupil Premium	60	1
Maths		
Pupil Premium	64	7
Non-Pupil Premium	66	24
2023-2024	Summer	
	EXS+	GD

Reading	84	35
Pupil Premium	79	29
Non-Pupil Premium	86	38
Writing (Teacher Assessed)	76	11
Pupil Premium	71	14
Non-Pupil Premium	77	11
Maths	81	36
Pupil Premium	57	43
Non-Pupil Premium	88	36

2024-2025	Number	
	EXS+	GD
Year 3		
Reading		
Pupil Premium	27	9
Non-Pupil Premium	71	22
Writing (Teacher Assessed)		
Pupil Premium	23	0
Non-Pupil Premium	65	2
Maths		
Pupil Premium	15	0
Non-Pupil Premium	58	5

2024-2025	Number	
	EXS+	GD

Year 4		
Reading		
Pupil Premium	57	21
Non-Pupil Premium	67	20
Writing (Teacher Assessed)		
Pupil Premium	44	13
Non-Pupil Premium	63	3
Maths		
Pupil Premium	43	29
Non-Pupil Premium	67	6

2024-2025	Summer	
	EXS+	GD
Year 5		
Reading		
Pupil Premium	50	0
Non-Pupil Premium	73	20
Writing (Teacher Assessed)		
Pupil Premium	56	0
Non-Pupil Premium	68	9
Maths		
Pupil Premium	47	7
Non-Pupil Premium	58	14

2025 Pupil Premium Results

ATTAINMENT & ASSESSMENTS

Subject	Level	Normanton Altofts Junior School (2152)	Local Authority - Wakefield		NCER National	
		Value	Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	62.5% 	47.1% 	+15.4%	47.4% 	+15.1%
	GDS/High Score	6.3% 	2.7% 	+3.6%	3.6% 	+2.7%
Reading	≥Exp.Std.	75.0% 	59.7% 	+15.3%	63.2% 	+11.8%
	High Score	25.0% 	17.1% 	+7.9%	21.3% 	+3.7%
Writing (TA)	≥EXS	81.3% 	59.1% 	+22.2%	59.5% 	+21.8%
	GDS	6.3% 	5.2% 	+1.1%	6.6% 	-0.3%
Maths (test)	≥Exp.Std.	75.0% 	58.3% 	+16.7%	60.5% 	+14.5%
	High Score	31.3% 	14.1% 	+17.2%	15.1% 	+16.2%

Four-Year End of Key Stage Pupil Premium Results Trend:

		2022	2023	2024	2025
Reading	EXP+	52%	50%	79%	75%
	GD	9%	21%	29%	25%
Writing	EXP+	35%	50%	71%	81%
	GD	0%	0%	14%	6%
Maths	EXP+	65%	43%	57%	75%
	GD	13%	29%	43%	31%