Pupil Premium Strategy Statement – Perryfields 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	300
Proportion (%) of pupil premium eligible pupils	9% (27/300)
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	December 2026
Date on which it will be reviewed	December 2027
Statement authorised by	Samantha Edwards, Headteacher
Pupil premium lead	Sophie Cole, Assistant Headteacher
Governor / Trustee lead	Julie Chandler, lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,143.89
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£44,443.89

Part A: Pupil premium strategy plan

Statement of intent

All members of staff and the governing body accept responsibility for socially disadvantaged pupils and are committed to meeting their pastoral, social and academic needs within a caring and nurturing environment. We will also consider the challenges faced by vulnerable pupils, such as those who have a social worker, children from young carers, and families under difficult circumstances. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We hope that each child will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and a readiness for life after school. An emphasis is placed on the core subjects of English and mathematics as without the skills, knowledge and expertise in these core subjects, there would be a barrier to accessing the full curriculum.

High-quality teaching is at the heart of our approach and, working towards these objectives, we are ensuring that all classrooms have an effective teacher at the front who is skilled in implementing whole class mastery teaching in all subjects. Research has shown that this has the greatest impact on narrowing the attainment gap and will simultaneously benefit all pupils in our school. A focus on areas that affect our disadvantage the most will be at the forefront of our intent and therefore this three-year plan has facilitated a whole school approach to supporting children master the fundamentals of reading and writing. In addition to this, providing targeted support through 1:1 or small group tutoring sessions ensures that children can keep up with their peers and continue to access the broad and balanced curriculum for their age group.

Improving attendance and readiness to learn for the most disadvantaged pupils is also at the forefront of everything we do. Inspiring young minds with school enrichments and supporting families financially by financing school trips and clubs are just a couple of examples of the current support we have in place. Through getting to know the families facing most challenges and building a relationship based on respect and trust, we aim to engage in a collaborative approach involving teacher, parents and the child themselves.

Our approach will be focused on individual needs and not reactive to assumptions based on the impact of disadvantage. These needs will be identified by assessment tools, diagnostics of the holistic child and by engaging parents.

Our key principles are as follows:

-Ensuring all students receive high-quality teaching in each lesson across the curriculum
-Closing the attainment gap between disadvantaged pupils and their peers
-Providing targeted academic support for students who are not making the expected progress
-Addressing non-academic barriers to attainment such as attendance, behaviour, well-being and cultural capital
-Act early to intervene at the point need is identified
-Ensuring that the Pupil Premium Grant reaches the pupils who need it most

Challenges

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

Challenge number	Detail of challenge
1	**Quality of teaching** Disadvantaged pupils can attain below their peers in reading, writing, and mathematics. Ensuring high-quality, inclusive teaching and effective intervention is essential to accelerate progress and close these attainment gaps.
2	**Raising aspirations** Disadvantaged pupils may have had fewer opportunities to develop their cultural capital compared to their peers. Limited access to enriching experiences outside of school can restrict their background knowledge, vocabulary, and understanding of the wider world, which in turn may affect engagement, confidence, and attainment across the curriculum.
3	**Attendance** Over the past three years, attendance for disadvantaged pupils has been lower than that of non-disadvantaged peers. This lower attendance is having a detrimental impact on learning time and, consequently, on pupils' progress and outcomes.
4	**SEMH Need** Observations and discussions with pupils and families highlight a range of social, emotional, and mental health challenges among disadvantaged pupils, including low resilience, attachment difficulties, and poor self-esteem. Without targeted support, these issues negatively affect attendance, engagement, and readiness to learn.

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
Raise levels of oracy and language development so that it doesn't become a barrier to children accessing other learning opportunities. **Attainment and progress for disadvantaged pupils in reading, writing, and mathematics are in line with or above national averages.**	-Embed explicit vocabulary and oracy approaches throughout the curriculum. -This oral language development will impact on the children meeting ARE in reading, writing and maths - Assessment data shows a sustained increase in the percentage of disadvantaged pupils meeting or exceeding expected standards in RWM.

Gaps between disadvantaged and non-disadvantaged pupils narrow year on year.	- Lesson observations and book scrutiny evidence high-quality, inclusive teaching in all classrooms. - Pupil progress meetings demonstrate accelerated progress for identified pupils. - Disadvantaged pupils articulate greater confidence and engagement in learning.
Disadvantaged pupils have broader experiences that enhance engagement, vocabulary, and world understanding. **Pupils demonstrate increased confidence and participation in wider opportunities.**	- Disadvantaged pupils' participation in trips, clubs, and enrichment activities increases and is tracked termly. - Pupil voice evidences improved confidence and aspiration. - Curriculum plans include explicit opportunities for cultural capital development. - Pupils' written and verbal work shows improved use of vocabulary and contextual understanding.
Disadvantaged pupils' attendance improves to be at least in line with national averages. **Persistent absence among disadvantaged pupils decreases.**	- Termly attendance data shows improvement trends for disadvantaged pupils. - The gap between disadvantaged and non-disadvantaged attendance reduces each term. - Fewer disadvantaged pupils fall into persistent absence (below 90%). - Improved attendance leads to measurable progress in attainment for targeted pupils.
Pupils demonstrate improved emotional resilience, confidence, and readiness to learn. **Emotional regulation strategies are used effectively and independently**	- Behaviour and well-being logs show reduced incidents of dysregulation and emotional distress. - Pupil voice indicates increased understanding of self-regulation and well-being strategies. - Staff observations and pastoral records show pupils using taught strategies more independently. - Fewer learning sessions are disrupted by emotional or behavioural incidents.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: *£20,143.89*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to embed oracy across the curriculum by providing all teachers with ongoing professional development, including training, observation, feedback, and mentoring. This will strengthen classroom practice so that pupils, particularly those who are disadvantaged, develop the confidence, vocabulary, and communication skills needed to articulate their thinking and maximise academic progress across all subjects.	There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. Oral language interventions can be an effective approach for disadvantaged pupils. In the research evidence, the higher the proportion of disadvantaged pupils taking part, the more effective the intervention seemed to be. These approaches can be delivered to all pupils, or they can be targeted. Targeted and supplementary interventions can be effective and so could be used to support any disadvantaged pupils who have fallen behind. However, it is important to consider any potential negative impact of delivering teaching outside the classroom, such as missing out on other lessons. EEF Toolkit - Oral Language Interventions	1,2

Ongoing whole school CPD- focus on High Quality Teaching (HQT) and upskilling of our teachers and support staff around evidence-based theory and pedagogical approaches.	EEF guide to pupil premium- tiered approach teaching is the top priority, including CPD - Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Sutton Trust- quality first teaching has direct impact on pupils' outcomes 5 a day approach to SEND implemented to support development of HQT. https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support	1,2,3
Year 3 and year 6 are set three ways so there is a lower teacher to pupil ratio and we can target the lowest 20% attainers effectively.	There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may also provide more opportunities for teachers to develop new skills and approaches. EEF Toolkit - Reducing Class Sizes	1,2

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

Budgeted cost: *£14,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue providing additional phonics sessions for those identified as behind the rest of the class. This is to be carried out by an ELKAN and PHONICS trained LSA.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds. EEF Toolkit - Phonics	1,2

Continue providing all disadvantaged children with 1:1 or small group tuition from well-trained LSAs which will be tailormade to the specific learning gaps identified.	Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. EEF- 1:1 Tuition	1,2
Continue to provide classes with an LSA in the afternoon (as well as the morning) to support high-quality provision within the classroom in foundation subjects and to provide targeted intervention where needed.	Evidence suggests that LSAs can have a positive impact on academic achievement when used effectively in the classroom. EEF Toolkit - Small Group Tuition	1,2

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

Budgeted cost: *£10,300*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further embed the principles from the DfE's Working Together to Improve School Attendance by providing targeted training on EBSA for all staff. This will build capacity to coordinate the earliest of interventions and reduce persistent absence among disadvantaged pupils.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	3,4
Improve the quality of social and emotional (SEL) learning, especially the Zones of Regulation. SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.	The average impact of successful SEL interventions is an additional three months' progress over the course of a year. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. Although SEL interventions are almost always perceived to improve emotional or attitudinal outcomes, not all interventions are	3,4

	equally effective at raising attainment. Improvements appear more likely when SEL approaches are embedded into routine educational practices and supported by professional development and training for staff. In addition, the implementation of the programme and the degree to which teachers are committed to the approach appear to be important. EEF - Social and Emotional Learning	
Improve the 3-tier pastoral provision (school counsellor, nurture mentors and SEMHW interventions) by: - train an additional ELSA so we have two in total	On average, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. Some studies have found that mentoring has positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. SEL programmes appear to be particularly beneficial for disadvantaged or low-attaining pupils. EEF Toolkit - SEL Interventions	3,4
Maintain current provision for disadvantaged children *(Parent training sessions/ PP family and teacher meetings/ Peripatetic music tuition free for PP children/ Equipment provision/ Curriculum enrichments/ School educational visits (including residential)/ School clubs/ Outdoor learning and orienteering.)*	*Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average- and even more effective if delivered by a teacher.* *Arts participation on academic learning has a small impact on academia with some improved outcomes in English, mathematics and science with greater effects for younger learners and for disadvantaged pupils. Wider benefits such as more positive*	*All*

	attitudes to learning and increased well-being have also consistently been reported. *Overall, studies of adventure learning interventions consistently show positive benefits on academic learning. On average, pupils who participate in adventure learning interventions make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. The evidence suggests that the impact is greater for more vulnerable students (**EEF Teaching and Learning Toolkit)**.*	

Total budgeted cost: *£44,443.89*

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Progress in Reading, Writing and Maths:

Year 6 Progress (4 children)
School disadvantaged progress data

Note: *Small cohort size means each PP pupil represents 25%; changes of one pupil significantly affect percentages.*

Reading: 75% making expected or above expected progress
(compared with 93.5% non-disadvantaged)

Writing: 100% making expected or above expected progress
(compared with 95.2% non-disadvantaged)

Maths: 100% making expected or above expected progress
(compared with 96.8% non-disadvantaged)

Reading

However, nationally, 63% of **all** disadvantaged students achieved expected standard in reading so at 75%, our disadvantaged children are above this (non-disadvantaged 95.1%). This is a decrease from 87.5% of disadvantaged students achieving expected standard in 2024/2025. Last year's data was based on 8 children and this year's data was based on 4 children so the data is incomparable.

75% of disadvantaged children made expected or above expected progress in reading compared with 93.5% non-disadvantaged. This is similar to last year's progress measure except for 95.1% of non-disadvantaged made expected progress or above.

We believe that our high-quality teaching and approach to reading has had a positive impact upon student outcomes and will be continuing these initiatives as best practice. Our phonics interventions have had a major impact on outcomes for children and many children have been removed from the interventions as they are catching up with their peers.

Writing

Nationally, 60% of **all** disadvantaged students achieved expected standard in writing compared to 100% of our disadvantaged children (non-disadvantaged 96.7%); therefore, we are significantly above the national average. This is similar to last year's data. In addition, 100% of disadvantaged children also made expected or above expected progress in writing compared with 95.2% non-disadvantaged.

This data shows us that our focus on writing and spelling through our PP strategy and SIP is having a positive effect on pupil outcomes. Our disadvantaged children have particularly benefitted from the support put in place as 100% made expected or above progress.

Mathematics

Our Maths attainment increased from 75% of disadvantaged children reaching expected standard last year to 100% this year (98.4% non-disadvantaged). Nationally, 62% of **all** students achieved expected standard in maths so at 100% of our disadvantaged children, we are significantly above national.

100% of disadvantaged children made expected or above expected progress compared with 96.8% non-disadvantaged.

Summative and Formative Assessments

Combined Reading, Writing and Maths

Group	Year 3			Year 4			Year 5			Year 6		
	Actual	LA	National	Actual	LA	National	Actual	LA	National	Actual	LA	National
All Pupils	85.5%	+30.8	+34.2	92.7%	+37.5	+41.7	89.7%	+36.8	+40.4	93.8%	+37.8	+41.9
Pupil Premium	83.3%	+44	+45.3	80%	+39.7	+41.4	75%	+36.3	+37.8	75%	+31.8	+34.1
Not Pupil Premium	85.7%	+26.5	+29.3	94.2%	+34.7	+38	91.7%	+34.3	+36.9	95.1%	+34.8	+38

Attainment across the school remains above both local authority averages and Juniper's national benchmarks. However, a gap persists in some areas between disadvantaged (Pupil Premium) pupils and their non-disadvantaged peers. This highlights the continued need to prioritise high-quality, inclusive teaching and targeted intervention to accelerate progress and further narrow these attainment gaps.

Attendance and well-being

100% of our disadvantaged children participated in 1 or more school enrichment.

School club attendance has fluctuated depending on the term but the statistics look very positive:

Attendance for Autumn Sept 23 - July 24	*PP 62.07%*	*Non PP 81.62%*
Attendance for Spring Sept 23 - July 24	*PP 63.33%*	*Non PP 55.72%*

Attendance for Summer Sept 23 - July 24	*PP 51.61%*	*Non PP 62.96%*
Attendance for Autumn Sept 24 - July 25	*PP 53.57%*	*Non PP 79.78%*
Attendance for Spring Sept 24 - July 25	*PP 62.07%*	*Non PP 68.38%*
Attendance for Summer Sept 24 - July 25	*PP 65.52%*	*Non PP 75.00%*
Attendance for Autumn Sept 25 - July 26	*PP 79%*	*Non PP 78%*
Attendance for Spring Sept 25 - July 26	*PP 63%*	*Non PP 69%*
Attendance for Summer Sept 25 - July 26	*PP 75%*	*Non PP 82%*

Observations of our disadvantaged children who attend school clubs are extremely positive as they are learning new skills, interacting with different people, building confidence and making more connections to school life. The statistics are higher than last year's so this is promising, and we intend to build on this.

This year, our disadvantaged children had an attendance figure of 92.85% which is a decrease from the previous year (93.3%).

The attendance for all pupils was 96.5% (non-disadvantaged 96.92%) indicating that the gap continues to persist.

Nationally, children in receipt of free school meals have an average attendance rate of 92.3% so we are above the national average (based on 5 half terms – update when DFE updates with full year).

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Pupil Premium Strategy 2025/2026 IMPACT DATA

Pupil Premium Grant: £43,620

Attainment of Pupil Premium Children at the end of Year Six 2025/2026

Number of Children: 4

Expected Standard and Above

2026 Results					
Expected Standard +	**Reading**	**Writing**	**Maths**	**SPAG**	**Combined R/W/M**
School PP	75% (3/4)	100% (4/4)	100% (4/4)	100% (4/4)	75% (3/4)
School	**94%**	**99%**	**97%**	**96%**	**91%**
National	**75%**	**72%**	**74%**	**73%**	**62%**

Higher Standard

2026 Results					
Expected Standard +	**Reading**	**Writing**	**Maths**	**SPAG**	**Combined R/W/M**
School PP	50% (2/4)	25% (1/4)	50% (2/4)	50% (2/4)	25% (1/4)
School	**66%**	**22%**	**55%**	**69%**	**66%**
National	**31%**	**13%**	**27%**	**30%**	**31%**

SCHOOL ATTENDANCE

Attendance for Sept 21 - July 22	**PP**	**90.69%**	**NPP**	**94.88%**	**W/S**	**94.6%**
Attendance for Sept 22 - July 23	**PP**	**90.03%**	**NPP**	**96.13%**	**W/S**	**95.6%**
Attendance for Sept 23 - July 24	**PP**	**91.6%**	**NPP**	**96.1%**	**W/S**	**95.7%**
Attendance for Sept 24 - July 25	**PP**	**93.61%**	**NPP**	**97.22%**	**W/S**	**96.9%**
Attendance for Sept 25 - July 26	**PP**	**92.85%**	**NPP**	**96.92%**	**W/S**	**96.5%**

SCHOOL CLUB ATTENDANCE (1 or more club)

Attendance for Autumn Sept 23 - July 24	***PP 62.07%***	***Non PP 81.62%***
Attendance for Spring Sept 23 - July 24	***PP 63.33%***	***Non PP 55.72%***
Attendance for Summer Sept 23 - July 24	***PP 51.61%***	***Non PP 62.96%***
Attendance for Autumn Sept 24 - July 25	***PP 53.57%***	***Non PP 79.78%***
Attendance for Spring Sept 24 - July 25	***PP 62.07%***	***Non PP 68.38%***
Attendance for Summer Sept 24 - July 25	***PP 65.52%***	***Non PP 75.00%***
Attendance for Autumn Sept 25 - July 26	***PP 79%***	***Non PP 78%***
Attendance for Spring Sept 25 - July 26	***PP 63%***	***Non PP 69%***
Attendance for Summer Sept 25 - July 26	***PP 75%***	***Non PP 82%***

Includes: teacher clubs, all sports clubs, external clubs run in school, maths club, after school club, change for life club and music lessons.

SCHOOL ENRICHMENT PARTICPATION (apart from whole school enrichment)

1 or more enrichment Sept 22 - July 23: PP 100%
1 or more enrichment Sept 23 - July 24: PP 100%
1 or more enrichment Sept 24 - July 25: PP 100%
1 or more enrichment Sept 25 - July 26: PP 100%

Includes: reading ambassadors, digital leaders, school council, eco warriors, house representatives, maths bee, change for life sporting events (archery, bowls etc.), talent contest, music assemblies, drumming workshop, poetry recital, spelling bee and general knowledge quiz