



Pupil Premium Strategy Statement - Town End 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	196
Proportion (%) of pupil premium eligible pupils	30%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2026 - 2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Rachel Boswell
Pupil premium lead	Martin Weston
Governor / Trustee lead	Gemma Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,330
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£81,330

Part A: Pupil premium strategy plan

Statement of intent

We are committed to maximising the impact of the Pupil Premium Grant (PPG) through a long-term strategy that aligns with our Federation Improvement Plan (FIP). This approach allows us to deliver a balanced mix of short-term, medium-term, and long-term interventions and/or support, ensuring that PPG funding supports wider school priorities and enhances pupils' readiness to learn. At the heart of our PPG strategy is the goal of overcoming barriers to learning. We recognise that needs and associated costs vary depending on the specific challenges faced. Therefore, we do not allocate fixed personal budgets to individual pupils in receipt of PPG. Instead, we identify the barriers to be addressed and select the most effective interventions, whether for individuals, small groups, larger cohorts, or the whole school, and allocate resources accordingly.

At Town End Junior School, we believe the greatest barriers to learning for pupil premium pupils include:

- Poor attendance.
- Limited life experiences that support academic development.
- Lack of guidance and positive role models.
- Few opportunities to raise aspirations.
- A persistent learning gap between SEND, pupil premium and non-pupil premium pupils.
- Low motivation, often influenced by adverse childhood experiences.
- An increased mental load and SEMH need compared to their peers.
- A high proportion of pupils identified as Pupil Premium are also on the SEND register.

At Town End Junior School, we want:

- All groups of learners will have every opportunity to make good progress in knowledge/skills across all subjects.
- Pupils achieving expected combined in reading, writing and maths to increase, so that it is at least in line with national averages
- Pupils progress scores and % achieving expected standard in reading and maths to match or exceed national averages
- To increase and maintain high levels attendance and punctuality.
- To reduce % of Persistent Absence.
- To ensure learning behaviours are consistently good so that pupils are aspirational and aim high.

To prioritise spending, we have adopted a graduated approach to define our priorities and ensure balance. This approach comprises three categories:

- High-quality adaptive teaching.
- Wider targeted strategies and interventions.
- Specialised support.

When developing and sustaining our pupil premium strategy, our school adopts a graduated approach to:

- Assess - Diagnose pupils' needs – we use internal data and information, e.g. attendance data and teacher feedback to gauge the performance of our disadvantaged pupils against national benchmarks and examine what could be hindering their performance.
- Plan - Use strong evidence to support the strategy – we utilise a broad array of external evidence to inform decision making alongside the expert knowledge we have of the pupils in our care. We utilise relevant and robust evidence, e.g. from the EEF's pupil premium resources, to provide appropriate and effective solutions.
- Do - Implement the strategy – we take time and care to implement our pupil premium strategy to address the challenges and needs of disadvantaged pupils, assess the strategy's effectiveness and address any barriers to successful implementation.
- Review and Adapt - Monitor and evaluate the strategy – we continuously monitor the progress of the pupil premium strategy and make adaptations when needed and set short-, medium- and long-term outcomes to reach goals.

Challenges

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

Challenge number	Detail of challenge
1 Aspirational Learning and Role Models	Many pupils lack intrinsic motivation and engagement, making it harder to sustain focus and enthusiasm for learning. Adults around pupils may not set high expectations; by age 7, attitudes toward school are often fixed, making change difficult.
2 Parental Engagement	Some families provide limited support for schoolwork, reading, and routines, which impacts progress and consistency.
3 Early Life Experiences and Limited	Pupils may have missed cultural and developmental experiences (e.g., books, museums, enrichment activities) that build background knowledge. Lack of

Cultural Capital	experiences throughout childhood like visits to zoos, museums, reading at home or clubs reduces vocabulary and general knowledge.
4 Attendance, Lack of Routine and Environment	Poor attendance and challenging home circumstances such as low literacy, and adverse childhood experiences (ACEs) hinder learning continuity. Morning organisation can be rushed and sometimes pupils do not attend school with appropriate equipment for the day (also preparing for later life).
5 Gaps in attainment and Foundational Knowledge	Significant gaps in foundational skills due to limited early exposure to language, numeracy, and structured learning, also linked to poor attendance patterns.
6 Social, Emotional and Mental Health and Self Worth	Stress from home life, issues in the wider community, friendships, and SEND needs affects concentration and emotional regulation in class. Pupils may feel undervalued; ACEs, trauma, and developmental challenges add mental load compared to peers.
7 Meeting the ever changing needs of pupils.	A high proportion of the school is identified as SEND, with 19% of PP pupils also being identified as SEND. Over 50% of SEND need is identified as SEMH need. SEND need within each year group is above national averages: Y3 (45) – 22 (51%), Y4 (49) – 13 (24%), Y5 (46) – 18 (39%), Y6 (53) – 18 (34%)

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
To provide opportunities to raise aspirations and develop a sense of belonging to Town End Junior School.	- Attendance improves so that the gap between Disadvantaged and Non-Disadvantaged pupils reduce. - There are opportunities for pupils to participate in wider experiences throughout the school year (as a minimum 1 school trip and 1 enrichment activity) - Provide additional activities to develop parent-child relationships (for example, Family Craft Workshops). - There is a wider range of Pupil Leadership responsibilities in school, particularly for pupils in Y5/6. - There are opportunities for pupils to visit and interact with other pupils and staff within the cluster and wider local area. - All pupils use characteristics of learning skills and Tibshelf federation values as part of their everyday

	approach to learning. Opportunities for well-being (physical 4 and mental) are embedded through all subject
To further develop provision for all pupils so their needs are met and they make at least expected progress.	- Further development of sensory provision including, the Sensory Room, Enchanted Woodland, Treehouse Provision, Sensory Baskets and Sensory Circuits. - Classroom renovation to reduce sensory overload and create calming environments. - Embed routines that are standardised across the school so pupils know clear expectations (Wonderful Walking, Legendary Lines etc.) - Staff training provides further CPD for all staff to support developing needs of pupils (Inclusion Support Service) - Ensure that teaching throughout school adopts adaptive teaching methods to meet the needs of all pupils.
To ensure regular school attendance so that attendance and persistent absence is at least in line with national expectations.	- Clear and robust expectations communicated to parents – a Federation approach is taken to tackle and support poor attendance. - Adaptations to pupil timetables to support their emerging needs linked to attendance and EBSA. - Attendance leads across the federation to have time to meet and monitor attendance, absence and patterns. - Use of Early Help (P4YP) to support and signpost families. - Meetings with Inclusion Support Service to review and monitor attendance.
To close the gap in achievement (especially in Reading for SEND and Writing for all pupils) between disadvantaged and non-disadvantaged pupils so that they are at least in line with national.	- Foundational knowledge is identified, taught and revisited regularly. - Where pupils have missed work due to absence, intervention and support is in place to address this. - End of Key Stage assessments show disadvantaged attainment is in line with national, and the gap between PP and NPP is closing year on year. - Y4 MTC Check results show that pupils are achieving in line with national and average score is at least 19/25.

	- Progress from KS1 Is at least average.
To develop social and emotional readiness to enable academic progress	- Staff are EBSA trained to identified and support pupils who are struggling to access school. - Resilience and Wellbeing Lead supports throughout school to address SEMH support needs and provides communication between home and school. - Further support is accessed through DCC Inclusion Services, Early Help P4YP to support pupils. - Use of well timed and appropriate intervention, such as Positive Play, Nurture Groups, Anxiety Gremlins etc. in place. - Sensory/SEND needs are identified and supported to allow pupils to access school. - Use of whole school initiatives to raise awareness of SEMH – SMILERS, Forest School etc.

Activity in this academic year

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: £12,356

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high-quality teaching and assessment, alongside a broad and balanced curriculum that is responsive to the needs of Pupil Premium pupils. This includes ensuring lessons are well-structured, assessments inform next steps, and	The evidence from EFF indicates that great teaching is the most important lever schools have to improve pupil attainment.	1,3,5,7

the curriculum provides equitable access to rich learning experiences.		
Professional development to support the effective implementation of targeted approaches for Pupil Premium pupils. This includes training staff to use evidence-based strategies, monitor impact, and adapt teaching practices to meet individual needs.	EEF research outlines that high-quality teaching is the most significant factor in improving pupil outcomes, and effective professional development is a vital lever for enhancing teaching quality.	1,3,5,6,7
Embed and monitor the English curriculum (including Oracy) so that outcomes for all pupils improve and are at least in line with national outcomes by the end of KS2. Texts chosen for Writing units are engaging and meet the needs of the community to widen pupil knowledge and experiences.	Research from the EEF shows that oral language approaches have a high impact on pupil outcomes, leading to an average of six months' additional progress. These interventions focus on improving spoken language skills, which underpin reading comprehension, vocabulary development, and overall academic achievement.	3,5,7
Develop the Curriculum Plus and family workshops offer so that pupils have access to a wider range of learning opportunities to pique interest and motivation in turn rising aspirations for future learning and careers.		1,2,3

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

Budgeted cost: £26,893

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Little Wandle Catch Up Phonics and Reading Practice. Children assessed as requiring continued phonics intervention in Year 3 and beyond will receive daily phonics lessons in small groups. Ensure all relevant staff, including new members, receive comprehensive training to deliver the Little Wandle Phonics programme. Embed ongoing training, support, and monitoring to maintain high-quality delivery. Ensure the phonics programme is fully resourced to teach all aspects effectively, including provision of reading books.	EEF evidence suggests that high quality systematic phonics has the potential to add five months for young children.	5,7
Pupil progress meetings will serve as a key opportunity to review individual attainment and development across all areas of learning. During these meetings, staff will analyse assessment data, classroom observations, and any relevant contextual information to identify pupils who may require additional support. Where concerns are noted, individual targets and interventions will be planned and implemented to address specific learning needs, ensuring that every pupil has the opportunity to make sustained progress. Ensure that targeted intervention programmes in Reading, Writing, and Maths are implemented across the school, appropriately staffed, and rigorously quality assured for all identified pupils.	The Department for Education's 2024 literature review indicates that pupils who receive targeted interventions in English and maths make greater progress than those who do not.	5,7

Develop an inclusion plan that fosters pupils' social and emotional learning (SEL), with a particular focus on afternoon sessions through Resilience and Wellbeing Lead work, Positive Play and Nurture activities. Additionally, provide alternative lunchtime provisions for pupils who require extra support.	The EEF has reviewed a range of social and emotional learning (SEL) interventions and found consistent evidence that they can enhance pupils' academic achievement, behaviour, and social development.	2,3,4,6,7
Ensure the feedback policy is reviewed, implemented and embedded across the school so that pupils know their strengths and next steps in a timely manner to enable them to make progress.	EEF research suggest feedback from learning has a very high impact at a very low cost.	5,7
Develop opportunities for small groups and break out areas to allow work with teaching staff to break down learning into smaller chunks and focus on specific gaps in foundational knowledge. Targeted support for pupils through intervention (such as Precision Teaching, Talk Boost, Catch Up and Overlearning), which are robustly monitored by the leadership team.	Evidence from EEF of the impact of small group tuition raising attainment by at least 4+ months. EEF research suggest feedback from learning has a very high impact at a very low cost.	5,7

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

Budgeted cost: £42,081

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain the collaborative efforts of the Resilience and	Strong parental engagement can accelerate a child's progress by up to four additional months (EEF), depending	2,4,6

Wellbeing Lead/ Attendance Officer, SENCO and SLT to assist families with attendance issues and address both acute and emerging needs. Escalate to Early Help P4YP/ Inclusion Support as needed. Ensure there is a joined up approach between professionals to support families.	on the quality of the engagement and the strength of relationships.	
Pupil Premium children have equitable access to experiential learning opportunities through inclusive participation in the full range of enrichment activities, clubs, and school events, irrespective of financial circumstances.	There is extensive EFF evidence associated childhood social and emotional skills with improved outcomes at school and in later life.	3
Parental engagement remains a key priority, with an emphasis on modelling positive behaviours that parents can replicate with their children. We will maintain a strong focus on learning through initiatives such as Family Craft, SEND Workshops and links with the Resilience and Wellbeing Lead and P4YP worker.	EFF evidence suggests parental engagement has a positive impact on average of four months additional progress.	1,2,3,4
Increased enrichment offer for all pupils so that all children have access to wider experience – Cross Country, Get Up and Go, Curriculum Plus, Forest School, Lunchtime Enrichment (Lego, Animation, Girls Aware, Book Worm, German, Glee etc.)	DfE Behaviour in Schools guidance: Attachment and trauma informed practice guidance identified the importance of developing trusted relationships to support self-regulation. Both targeted behaviour interventions and universal approaches have positive overall effects four months.	1,3,6

Total budgeted cost: £81,330

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Academic Outcomes:

End of KS2 Results:

As a cohort in 2026, results were broadly in line for EXS and GDS in Reading, SPAG and Maths, however below national in writing. Disadvantaged pupils performed significantly better than others nationally (based on provisional data). In comparison to 2025, this is generally in line (see data below).

Pupils who are identified as SEND are performing less well than their peers. Pupils who are SEND and disadvantaged also perform less well than their peers.

Provisional KS2 Results 2026: Results show that disadvantaged pupils all made expected progress in all areas, except for Maths (1 pupil) with approximately 33% of pupils making more than expected progress.

	Reading EXS+	Reading GDS	Writing EXS+	Writing GDS	SPaG EXS+	SPAG GDS	Maths EXS+	Maths GDS	Combined EXS	Combined GDS
Whole Cohort	71% (75%)	33%	68% (73%)	8%	75% (74%)	30%	73% (75%)	20%	53% (63%)	10%
Disadvantaged	69%	25%	68%	8%	69%	25%	69%	19%	50%	12%
SEND	46%	23%	38%	0%	38%	0%	46%	0%	27%	0%

KS2 Results 2025: Results show that disadvantaged pupils all made expected progress in all areas, except for Maths (1 pupil) with approximately 33% of pupils making more than expected progress.

	Reading EXS+	Reading GDS	Writing EXS+	Writing GDS	SPaG EXS+	SPAG GDS	Maths EXS+	Maths GDS	Combined EXS	Combined GDS
Whole Cohort	72% (75%)	33%	74% (72%)	12%	77% (73%)	33%	79% (74%)	21%	65% (62%)	9%
Disadvantaged	66%	44%	67%	11%	66%	33%	66%	33%	60%	10%
SEND	58%	33%	50%	17%	50%	33%	63%	36%		

Internal data shows that pupils who are in Y4 and 5 (2025-26 academic year) and who are SEND/Disadvantaged are not performing as well as their peers in Writing and Reading. This ranges from poor foundational knowledge, SEMH barriers and attendance concerns. As a result, the strategy has been amended to focus on these areas to support improving outcomes.

Year 4 Multiplication Tables Check:

Note: Percentages in brackets exclude those who did not sit the assessment.

	Average Score 2025	Average Score 2026	19+ 2025	19+ 2026	20+ 2025	20+ 2026	25 2025	25 2026
Whole Cohort	20.8	20.1	71%	80% (84%)	67%	72% (75%)	38%	24% (25%)

Disadvantaged	21.2	19.0	62%	67% (71%)	62%	67% (71%)	31%	28% (29%)
SEND	22.1	18.1	79%	67% (75%)	62%	56% (63%)	50%	17% (19%)

There has been a slight decline in outcomes for disadvantaged pupils in 2026. However, this is due to the high level of needs SEND needs within this cohort, linked to cognition and learning. However, results are in line with national standards. SEND pupils performed significantly less well than their peers, however this is due to significant cognition and learning needs and two pupils who did not sit the check. In the previous academic year, SEND needs were not like for like (physical and SEMH need). Attendance for the 2026 Y4 cohort has also been a significant barrier (see below).

Attendance Outcomes:

As a cohort, throughout school (including KS1) the 2026 Y6 pupils were a low attending year group (due to significant illness, hospitalisation and community incidents) despite significant intervention and support. There has been an upward trend in their attendance since joining Town End Junior School. Despite this, outcomes and progress from their starting points were above average.

Previous Strategy Evaluation:

To deliver a robust curriculum ensuring that all groups of learners have every opportunity to 'catch up' and make good progress

Introduction of reading fluency assessments leading to increased progress.

Introduction of Little Wandle catch up which has seen rapid improvement (see evidence folders)

New books have been purchased not ensure books match reading fluency/ability

GAPS trend has improved and for maths greater depth

Staff meeting focus across the year – intent, impact and implementation revised and shared

Regular opportunities to flashback and revisit prior learning in all subjects.

Assessment points to evaluate and track cohorts.

Dedicated Learning Mentor to support pupils and families to increase self-esteem, motivation and attendance and children get the right support at the right time.

Attendance rewards in place, pupil attendance is monitored regularly and school early help procedures in place and communicated to parents for support with persistent absence. Data demonstrating upward trend

Families are now being referred to the LA if they take term time holidays and unless there are clear mitigating circumstances then permission for term time holidays is not granted.

Take up in morning school clubs have increased and this has positively impacted attendance data too

Reviewed and updated behaviour policy has had impact and less behaviour incidents seen (see MyConcern, behaviour log). Low level disruption is rare. No exclusions although there have been disadvantaged pupils with very high needs start at the school

The work of the Learning Mentor has been successful with all identified pupils. Pupil attitudes to learning have improved and for those pupils who have been directed into sporting activities, they have contributed to the school gaining the Platinum Sports Award.

To fund teacher release time to embed key elements of guidance in school and CPD.

Increased CPD has begun to show impact although this is an area that needs to be continued. All subject leaders have increased CPD opportunities planned for 2025-2026.

All staff received training in INSET "Talk Less teaching", SEND training (INSET and staff meetings) Maths and English hub, writing moderation.

All staff had training focussing on SEND needs and meeting the needs of all learners (adaptive teaching, intervention planning)

Pupils assessment tasks to clearly demonstrate progress across units of work and how children have built on previous learning. Staff CPD to focus on skills being taught across school to ensure coverage of all eight reading strands

New schemes introduced across the school in 5 subjects which is ensuring the curriculum is well sequenced. SIP adviser in Summer 2024 and Autumn 2025 undertook deep dive into DT and confirmed this. School are now refining these to ensure they are tailored to the needs of the children. INSET training on reading September 2023 has led to increased confidence and provision for disadvantaged children within interventions that are more robust. A new assessment system was brought in Summer 2024.

To ensure learning behaviours are consistently good from identified groups of children

Derbyshire nurture specialist worked for a term with specific children. Learning behaviours improved, attendance has increased and no part timetables now in school. Extra transition and support in place for KS1 to KS2 and KS2 to KS3. Specific children chosen to undertake pupil voice to ensure disadvantaged voice heard. Alternative provision put into place for child not attending school (see MY Concern and chronologies) to ensure safeguarding and educational provision.

Children with health difficulties have a robust care plan in place which impacts attendance, positive experience of school

Health care plans in place and reviewed. Children with health and significant barriers are well supported and making good progress from starting points. Curriculum is tailored to ensure all children access all subjects and risk assessments/ adaptations made for this.

Targeted Family Cooking Club and new range of lunchtime clubs has encouraged children who are reluctant to come in to school to improve attendance. They report that they enjoy the extra opportunities to explore their interests outside of lessons.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle Letters and Sounds	The Wandle Learning Trust
TT Rock Stars and Numbots	Maths Circle
White Rose Maths TA Hub	White Rose
Test Base Standardised Assessment	Merit Testbase
NESSY	Nessy Learning
Nurture and Positive Play Programme	DCC Inclusion Support Service
GL Ready	GL Assessments

Further information

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils. We used the EEF's implementation guidance to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

Our school improvement plan and inclusion strategy are based on inclusion for all as we believe this supports pupil premium students by embedding high-quality, universal teaching and a sense of belonging into everyday classrooms, which reduces stigma and tackles the multiple barriers disadvantaged learners face.

We have put an evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.