

Pupil premium strategy statement – Sir John Sherbrooke 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	198
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Rebecca Mee, Acting-Headteacher
Pupil premium lead	Debbie Sansom, Deputy Headteacher
Governor / Trustee lead	Vicki Fairholme, Lead for disadvantage pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,240
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>	£111,240

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. When making decisions regarding the use of our Pupil Premium funding, it is important to consider the context of our school and the subsequent challenges faced.

Sir John Sherbrooke Junior School (SJS) has a high proportion of Pupil Premium children (39%). High quality teaching for all is at the forefront of our school priorities. We use our funding to access training and resources to support teaching staff to ensure all children receive quality first teaching.

For children to learn, they need to arrive in their classrooms ready and able. We provide a support structure for children and families so that their children can arrive ready to learn.

Context:

Pupils at SJS come from very mixed backgrounds with some pupils with high levels of social disadvantage when compared to other children within school.

According to the income deprivation affecting children index (IDACI) we currently have pupils ranging from as low an income rating as band C-F.

Ultimate objectives:

- Narrow the attainment gap between disadvantaged and non-disadvantaged children within school and nationally
- All disadvantaged children to receive support to access a varied and enriching curriculum
- All children to have access to emotional and social well-being support, where required, that has a direct impact on their emotional wellbeing and their readiness to learn
- All children to be confident and resilient learners

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning, we will:

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition

- Target funding to ensure that all pupils have access to trips, residential trips, first hand learning experiences
- Provide opportunities for all pupils to participate in enrichment activities
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom. This is not an exhaustive list and strategies will change and develop based on the needs of individuals. We aim to be both proactive and reactive to the needs of our learners.

Key Principles:

We will ensure that effective teaching, learning and assessment meets the needs of all pupils through the rigorous analysis of data. Class teachers will identify through the class pupil premium trackers specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress
2	Emotional health and well-being/pastoral needs
3	Attendance and punctuality
4	Communication, reading and phonics
5	Lack of experience of the wider world
6	Engagement in learning
7	Home issues impacting on a readiness to learn
8	Pupil Premium families are less likely to be able to support costs associated with extra-curricular and or off-site activities
9	Pupil Premium families are less likely to be able to afford classroom resources and uniform and food products, limiting Pupil Premium students' capability to engage effectively with day-to-day schooling

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
Progress in reading, writing and maths	Achieve national average progress scores in KS2
Improve phonics among disadvantaged pupils	More pupils arriving at school with poor literacy skills complete the phonic phases prior to Year 5.
To achieve and sustain improved attendance and punctuality for all pupils, particularly our disadvantaged pupils	The overall absence rate for all pupils will decrease at the end of 2024-2025, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is reduced.
To improve wellbeing for all pupils, particularly our disadvantaged pupils	Sustained high levels of wellbeing will be demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • an increase in participation in enrichment activities (including after school clubs) particularly among disadvantaged pupils. • a reduction in referrals for support for identified children. • qualitative data and parents voice shows increased empowerment and ability to support their children

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: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils.	The Teaching and Learning Toolkit has shown how much progress students, especially those who are disadvantaged, can make with high-quality teaching. Professor Rob Coe of Durham University: "Research evidence is very clear that investing in high	1, 2, 3, 4, 6

Supporting the recruitment and retention of teaching staff, for example, providing cover time for ECT support and non-contact time. Costs to cover staff CPD, NPQSL and supporting Early Career Teacher support –CPD, non-contact time.	quality support for teachers' professional learning is not just one of the most effective things schools can do to raise standards, but one of the best value choices they can make." Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications.	1, 2, 3, 4, 6
Targeted interventions	According to the EEF well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils. Focus on improved outcomes for Y6 which is 43% PP (above school average). Feedback using grab & grow sessions as well as verbal discussions to redirect or refocus the learner's actions to achieve a goal, by aligning effort and activity with an outcome.	1, 2, 4, 6.

Variety of resources to aid the delivery of high-quality teaching and learning and monitoring of pupil progress, in line with national curriculum. Inc: Twinkl, White Rose, Kapow, TTRockstars, Nessy, PictureNews, Maths Circle, Widget, Clicker BeSquared- program to support monitoring of pupils to ensure effective targeted interventions where necessary.	Newly invested in programmes of learning to support High Quality Teaching and mental health/wellbeing of staff.	1, 4, 6
Little Wandle Rapid Catch-Up Developing high-quality teaching, assessment and a curriculum which responds to the needs of pupils / Professional development on evidence-based approaches, for example, feedback, metacognition, reading comprehension, phonics or mastery learning.	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)	1, 2, 4, 6
WalkThrus	Classroom WalkThrus can serve as a catalyst for positive change in schools, a practice that enables school leaders to gather valuable data and provide meaningful feedback that fosters improvement in instruction and benefits students. (Education Walkthrough)	1, 4, 6

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

Budgeted cost: £ 76,612

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA class support Booster groups run alongside daily timetable and targeted group intervention to support vulnerable pupils. Provision teaching approach.	The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. (EEF). Evidence indicates that one to one tuition can be effective, providing approximately five additional months' progress on average. Studies undertaken in primary schools tend to show greater impact (+6 months) compared with secondary schools (+4 months). (EEF)	1, 2, 3, 6
Targeted interventions and resources to meet the specific needs of disadvantaged pupils with SEND. Little Wandle Phonics, new resources fiction and non-fiction books, dictionaries and thesaurus, free parent book swap in reception area, Literacy Tree, Complete Comprehension, reading events in school, reading competitions, Readathon, book fair, parent training meeting for parents engaging in phonics, reading rewards in school, Nessy interventions, WhiteRose math resources, Maths Wizards extra-curricular club, TTRockStars, interschools maths	Targeted interventions to support language development, literacy and numeracy. 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) Mastery learning approaches aim to ensure that all pupils have mastered key concepts before moving on to the next topic – in contrast with traditional teaching methods in which pupils may be left behind, with gaps of misunderstanding widening. Mastery learning approaches could address these challenges by giving additional time and support to pupils who may have missed learning, or take longer to master new knowledge and skills. +5 months. (EEF) Reading comprehension strategies are high impact on average +6 months.	1, 2, 3, 4, 6

tournaments and in school competitions.	Alongside phonics, it is a crucial component of early reading instruction. (EEF) Supporting readers requires a coordinated effort across the school and a combination of approaches that include phonics, reading comprehension, oral language approaches and access to engaging books and texts in numerous formats to engage the pupil. Support from home is vital, schemes to encourage reading at home.	
Feedback High impact at a low cost we have introduced a 4 step lesson objective for every lesson with pupils doing more peer marking, self marking and having verbal feedback at the point of learning.	Providing feedback is a well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning. Low attaining pupils tend to benefit more from explicit feedback according to the EEF.Feedback EEF	

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

Budgeted cost: £ 31,858

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Behavioural therapist MHST School	Supporting pupils' social, emotional and behavioural need ELSA/mental health worker, mental health worker working directly with school one day a week running Worry Workshops. Emotional Literacy Support , rather than focusing directly on the academic or cognitive elements of learning. 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. (EEF	1, 2, 3, 4, 6, 7
<i>Supporting attendance</i> Parental contact, phone calls and well being checks, all staff to monitor and report. A move to parenting app Arbour which shares up to the minute attendance statistics direct with parents at they login. Training for attendance for Acting HT and SBM.	Acting Head Teacher has taken on the role of on monitoring, evaluating and providing interventions for attendance across the whole school. The average impact of the Parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment. DfE research (2012) on improving attendance at school found that: - Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English - 73% of pupils who have over 95% attendance achieve 5 or more GCSEs at grades A*-C	

<i>Express coaching</i> <i>Zenith Sport Sport coach</i> <i>Get Set 4 PE</i> <i>Music lessons</i>	Opportunities to participate in wider experiences leads to an increase in aspirations according the to EEF	1, 2, 3, 5, 6, 8
<i>Uniform</i>	Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. (EEF)	3, 6, 7, 9
<i>Improving parental engagement</i> Targeted PP parents at whole school events. Eg linked to improving reading outcomes. Phonics lessons for parents and packs to support reading at home.	According to the EEF: Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. Parental engagement has a positive impact on average of 4 months' additional progress. (EEF)	2, 3, 5, 6, 7, 8, 9
Breakfast and nurture club	Schools reported perceived impacts in terms of reducing hunger, improved concentration and behaviour, and saw breakfast clubs as helping pupils to develop social skills. No impacts were perceived on overall school attendance or punctuality, but schools did perceive improvements in punctuality for some pupils. (Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation, Research Report, March 2017 - Noreen Graham, Elbereth Puts and Dr Shane Beadle, ICF Consulting Services Ltd	2, 3, 6, 9

Meal provision and access to healthy snacks	School lunch is critical to student health and well-being, especially for low-income students—and ensures that students have nutrition they need throughout the day to learn. Research shows that receiving free or reduced-price school lunches reduces food insecurity, obesity rates, and poor health. In addition, the new school meal nutrition standards are having a positive impact on student food selection and consumption, especially for fruits and vegetables. (Food research and action centre)s	
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Total budgeted cost: £138, 470

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key Data Summary for 2024 cohort FSM:

1. Pupil Numbers:

- FSM6: 25 pupils
- NFSM6: 27 pupils

2. Average Scaled Scores (Reading and Mathematics):

- FSM6: 103.0
- NFSM6: 103.7
- National Average for NFSM6: 104.7

Attainment Gap: FSM6 pupils scored 0.7 points lower than NFSM6 pupils, and 1.7 points below the national NFSM6 average.

3. Progress (Value Added):

- FSM6 Progress: -2.7
- NFSM6 Progress: -1.1
- National Benchmark for NFSM6: 0.0

Progress Gap: FSM6 pupils' progress is 1.6 points lower than NFSM6 pupils and 2.7 points below the national average for NFSM6. These pupils need to be on the PLE so evidence of intervention is clear

Performance Analysis

1. Strengths in FSM6 Performance:

- Attainment: FSM6 pupils achieved scaled scores of 103.0 in Reading and Mathematics, indicating that many are near national expectations.
- Higher Attainers: FSM6 higher attainers performed well, with their scores closely matching their NFSM6 counterparts.

2. Areas for Concern:

- Progress:
- FSM6 pupils show sig slower progress than NFSM6 peers, particularly in Maths and Writing.
- Lower Attainers:
- FSM6 lower attainers (5 pupils) showed the largest gap in performance, with scores averaging 93.8, compared to 92.2 for NFSM6 lower attainers.

Progress for this group is especially concerning, with FSM6 pupils achieving -10.8 compared to -3.1 for NFSM6. Who are the FSM LA in 2024/25 cohort, are they on the PLE?

- Female FSM6 Pupils:
 - Female FSM6 pupils lagged considerably behind NFSM6 females in scaled scores (102.8 vs. 107.3) and progress measures (-4.5 vs. -2.6).

Comparison with National NFSM6 Averages

- FSM6 pupils fall short of national NFSM6 averages for both scaled scores and progress:
 - Attainment Gap: FSM6 pupils are 1.7 scaled score points below national NFSM6 standards.
 - Progress Gap: FSM6 progress is 2.7 points below the national NFSM6 benchmark.

Recommendations for Improvement

1. Targeted Support for FSM Pupils:
 - Implement additional academic support programs, particularly in Mathematics and Writing, to close progress gaps.
 - Provide focused interventions for FSM lower attainers, including individualized learning plans and mentoring.
2. Monitor and Evaluate Progress:
 - Regularly track FSM pupils' progress using termly assessments to identify and address gaps early.
 - Develop specific goals for FSM pupils to bring their progress in line with NFSM6 peers.
3. Engagement with Families:
 - Strengthen communication with FSM families to encourage greater involvement in their children's education and provide support for home learning environments.

While FSM pupils at Sir John Sherbrooke Junior School demonstrate solid attainment levels close to their NFSM peers, their progress lags significantly behind both school and national benchmarks. Addressing these gaps through targeted interventions and

ongoing support will be critical to ensuring equity and success for all pupils. PP Strategy Statement has been revised with a stronger focus on High Quality Teaching to boost attainment outcomes.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

Whole School Attendance (including PP) from 24-25 was 92.77%

PP Attendance from 23-24 was

The attendance of PP children is still below national average, this is an area which needs to be monitored closely next year to identify key children and implement attendance support for targeted PP children.

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
Kapow, DT, Spanish, Computing	Kapow
TTRock Stars	TTRock Stars
White Rose Maths	White Rose Maths
Picture News	PictureNews
Nessy	Nessy
Widget	Widget
GetSet4Education	GetSet4Education

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

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The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.