

Pupil Premium Strategy

2025/26 – 2027/28



Pupil premium strategy statement - Northfield 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	165
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2025/2026 to 2027/28
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr Johnathon Walmsley, Headteacher
Pupil premium lead	Miss Victoria Jones, Deputy Headteacher
Governor / Trustee lead	Dr Chris Gibbons, Lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,370
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£57,370

Part A: Pupil premium strategy plan

Statement of intent

At Northfield our Pupil Premium strategy aligns fundamentally with our Ethos, Aims and Values. 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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

We are committed to using the PPG to identify and address all potential barriers to learning in the widest sense and we are mindful of Maslow's hierarchy of needs in understanding that we need to look at the holistic environment of children beyond school to fully understand the barriers that some pupils face in meeting their needs. We use all available data from testing, discussion and diagnostic assessments to help us identify gaps in learning and development and barriers to progress.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- Deliver high quality teaching based on a thorough knowledge of the needs, circumstances and abilities of the children
- Deliver appropriate individual strategies and group interventions identified through diagnostic assessment
- Organise the activities of additional adults and TAs to support all additional needs including PP pupils
- Deliver high quality activities to promote and address mental and emotional well-being through outdoor and active learning
- Providing a stimulating and creative curriculum that provides engaging and challenging activities in lessons to promote higher level oral and thinking skills and to create excellent Cultural Capital

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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3	Attendance data shows lower attendance within the PPG Pupil group which is negatively impacting pupil progress. Whilst improvements have been made in this area (25.9% in 2023/24 down to 8.6% in 2024/25), the gap between disadvantaged and non-disadvantaged pupils remains at a difference of 7.8%. In terms of overall attendance, the disadvantaged pupils’ averaged an attendance of 95.0% whilst the non-disadvantaged pupils’ averaged an attendance of 97.7% - a difference of 2.7%, meaning disadvantaged pupils miss 5 more days of school than non-disadvantaged.																																			
4	Teachers are requesting support more frequently for disadvantaged and vulnerable pupils with SEMH issues (eg low confidence, poor self-esteem, social skills, appropriate behaviour, concentration, anger issues, respecting rules and boundaries, resilience and mental health). 48.5% of disadvantaged pupils have required access to support outlined above whereas 24.4% of non-disadvantaged pupils required similar support.																																			
5	Assessments, observations and discussions suggest disadvantaged pupils access fewer enrichment activities both in and out of school and this impacts on opportunities to develop high-level descriptive and expressive language, subject specific vocabulary, cultural capital and also to feel included in all areas of school life.																																			

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
The gap between disadvantaged and non-disadvantaged pupils reaching the expected standard in reading and maths reduces across the school.	• The new school whole class reading approach is embedded in 2025/26 • Use targeted software for reading and maths to fill gaps in learning • Increase reading fluency through targeted support • Train Support Staff on reading interventions • Feedback given to children is improved • English Co-ordinator and SENCO to investigate reading interventions in 2025/26 with a view to implementing in 2026/27 • The gap in each year group is reduced in reading and maths
To increase the percentage of disadvantaged pupils reaching the greater depth standard.	• Improve training and deployment of Support Staff so that high ability pupils access targeted support in lessons • Target specific disadvantaged pupils for Y6 Booster Groups • Pupil progress meetings have an added focus on disadvantaged pupils reaching the greater depth standard • Feedback given to children is improved • Use targeted software for Maths to fill gaps in learning • The percentage of pupils reaching greater depth standard increases.
To improve the attendance of disadvantaged pupils.	• Contact parents of disadvantaged pupils with low attendance and check they are ready for September • Develop a new method of attendance monitoring on one platform • Persistent absenteeism for disadvantaged pupils reduces from 8.6% • The average of disadvantaged pupils' attendance improves from 95.0%
To reduce the number of disadvantaged pupils requiring support for SEMH as they go through Northfield Junior School (NJS).	• Create a clear system for identifying SEMH issues • Review the impact of our school's early help offer • Using forest schools training to implement a new support group for SEMH • Continue current SEMH interventions (eg: nurture, positive play, ELSA) • Further develop pupil voice for SEMH issues • The percentage of disadvantaged pupils requiring SEMH support reduces each year they are at NJS
To improve access to enrichment opportunities for disadvantaged pupils.	• Survey what clubs disadvantaged pupils are interested in • Target specific pupils to join clubs and enrichment activities through contacting parents • The percentage of disadvantaged pupils attending extra-curricular activities increases • The percentage of disadvantaged pupils accessing enrichment activities increases (eg: school trips, residentials, theme days, disco, fairs 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: £27,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the new whole class reading approach across the school	When used effectively, FRED's Teaching carries out the EEF Improving Literacy in Key Stage 2 strategies (sections 2 & 3). Click HERE for the link. Improving comprehension strategies can have a major impact. Click HERE for the link.	1, 2, 3, 4, 5
Increase reading fluency across school	Fluent readers can read accurately, at an appropriate speed without great effort (automaticity), and with appropriate stress and intonation (prosody). Click HERE for the link.	1, 3, 4, 5
Pupil Progress Meetings	Pupil progress meetings (PPMs) can make a significant contribution to this journey, providing educators with a platform to evaluate pupils' development, identify areas for improvement, and tailor support strategies to their needs. Click HERE for the link.	1, 2
Pupils benefit from having additional adults in class who are providing instant, relevant and personalised feedback	EEF states that individualised instruction and feedback both provide a good level of impact on the children's learning. Click HERE for the link.	1, 2, 3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deploy teaching assistants to deliver well-chosen, evidence based, structured interventions where appropriate – train them in the school's interventions.	The evidence shows that teaching assistants can support pupils effectively through structured interventions as long as they are carefully considered, monitored, and linked to the classroom to ensure positive outcomes for pupils. Click HERE for the link.	1, 2, 3
Using targeted software to improve aspects of the curriculum.	The findings indicate that children eligible for Free School Meals (FSM) who took participated in the programme made an three months of progress compared to children eligible for FSM who did not receive the intervention. Click HERE for the link. As students used Symphony Math, teachers were able to monitor their progress and provide interventions when necessary using data dashboards and recommended of line materials Click HERE for the link. MyMaths is a valuable resource for mathematics education, offering a wide range of tools and resources for both students and teachers. Click HERE for the link.	

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

Budgeted cost: £5,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve enrichment opportunities for disadvantaged pupils	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Extracurricular activities are an important part of education. These approaches may increase engagement in learning but it is important to consider how increased engagement will be translated into improve outcomes. Click HERE for the link Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them. Click HERE for the link.	1, 2, 3, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide SEMH support for disadvantaged pupils.	Children with higher levels of emotional, behavioural and social wellbeing on average achieve higher levels of academic achievement and are more engaged in school both concurrently and in later years. Click HERE for the link. Outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. Click HERE for the link. Research conducted by the New Economics Foundation highlights that Forest Schools foster confidence, independence, and development in language and communication as a result of attending Forest Schools. Click HERE for the link.	1, 2, 3, 4
Improve the attendance of disadvantaged pupils.	Good attendance begins with school being somewhere pupils want to be and therefore the foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils are keen and ready to learn. This is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. At KS2, pupils not meeting the expected standard in reading, writing and maths had an overall absence rate of 4.7%, compared to 3.5% among those meeting the expected standard. Click HERE for the link.	1, 2, 3, 5

Total budgeted cost: £54,400

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Disadvantaged Pupils - Data Summary July 2024 (Emerging National %)									
Year 4 MTC									
No. Pupils	6			2					
APS	22.83	na	17.9	20.5	na	18.3		na	Low Response
% Full Marks	50.0	na	18.4	50.0	na	20.8		na	Low Response
KS2									
No. Pupils	7			10			9		
%EXS+ RWM	57.1	26	42.7	60.0	23	44.0	44.4	51	45.6
%EXS+ Reading	85.7	18	62.3	70.0	38	60.2	55.6	68	62.5
%EXS+ Writing	85.7	10	55.2	70.0	31	57.9	88.9	10	58.7
%EXS+ Maths	57.1	51	56.3	60.0	50	58.8	77.8	23	59.2
%EXS+ SPAG	85.7	15	58.6	70.0	35	58.9	88.9	12	59.1
Reading APS	107.8	8	102.2	105.7	20	102.4	104.8	30	102.8
Maths APS	102.8	30	100.8	102.8	34	101.3	105.8	12	101.5
Attendance	2022			2023			2024 (DFE dashboard - Wonde) FSM Only		
	School	Percentile	NCER National	School	Percentile	NCER National	School	Percentile	National
Overall Absence	10.0	81	8.2	5.8	15	8.3	6.6	na	8.1
Persistent Absence	28.0	49	28.9	18.8	25	28.2	25.9	na	28.1
Suspensions	2022			2023			2024 TBC		
	School	Percentile	NCER National	School	Percentile	NCER National	School	Percentile	NCER National
Suspension Rate	4.17	na	3.41	6.25	na	4.41		na	
1+ Suspensions	4.17	na	1.57	3.13	na	1.91		na	
Permanent Exclusions	0.00	na	0.04	0.00	na	0.07		na	

% achieving EXS+ in Y1 Phonics

Year	Derbyshire LA	England	Northfield Junior School
2022	60.8	62.1	62.1
2023	65.9	66.5	66.5
2024	67.0	68.4	68.4

% achieving EXS+ in KS2 Reading

Year	Derbyshire LA	England	Northfield Junior School
2022	61.1	62.3	85.7
2023	58.7	60.2	70.0
2024	60.1	62.5	55.6

% achieving EXS+ in SPAG at KS2

Year	Derbyshire LA	England	Northfield Junior School
2022	57.3	58.6	85.7
2023	58.9	58.9	70.0
2024	59.1	59.1	88.9

% achieving EXS+ in RWM at KS2

Year	Derbyshire LA	England	Northfield Junior School
2022	39.8	42.7	57.1
2023	42.4	44.0	60.0
2024	41.6	45.6	44.4

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
Counselling has been provided to support the emotional needs of service children and their families. Induction programmes have been developed to ensure a smooth transition and to address service children's learning gaps. Communication with deployed parents has been supported through face time and communication book activities.
The impact of that spending on service pupil premium eligible pupils
Teachers and parents have identified improvements in the emotional wellbeing of service children, enabling them to thrive and focus on learning.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates significant benefits, particularly for disadvantaged pupils.
- Utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several 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 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.

We have put a robust 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.