# West Bridgford Junior School Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

## School overview

| Detail | Data |
|---|---|
| School name | West Bridgford Junior School |
| Number of pupils in school | 351 |
| Proportion (%) of pupil premium eligible pupils | 8.8% (31 children) |
| Academic year that our current pupil premium strategy plan covers | 2026/27 |
| Date this statement was published | November 2026 |
| Date on which it will be reviewed | July 2027 |
| Statement authorised by | James Willis |
| Pupil premium lead | Cat Bancroft |
| Governor lead | Lucy James |

## Funding overview

| Detail | Amount |
|---|---|
| **Total pupil premium allocation for this academic year** | PP- £38750<br>LAC/Post adoption- £8070<br>Service- £1080<br>Total - £47,900 |

# Part A: Pupil premium strategy plan

## Statement of intent

At West Bridgford Junior School, we are committed to ensuring that all pupils, regardless of their background or circumstances, are supported to achieve their fullest potential. Although our proportion of pupils eligible for Pupil Premium funding is relatively small (approximately 9%), we recognise that disadvantage can present significant and varied barriers to learning, wellbeing, and long-term outcomes. Our approach therefore focuses on identifying and addressing individual needs, fostering high expectations, and providing targeted, evidence-based support.

Our Pupil Premium Strategy is designed to ensure that disadvantaged pupils make at least good progress from their starting points and are fully included in every aspect of school life. We prioritise high-quality teaching, early intervention, and well-structured pastoral support. We believe that effective teaching benefits all pupils but is particularly impactful for those who may face additional challenges. Therefore, we invest in professional development, curriculum enrichment, and classroom strategies proven to close attainment gaps.

We also recognise the importance of relationships and belonging. Our strategy includes opportunities to broaden experiences, strengthen emotional wellbeing, and support engagement with learning beyond the classroom. We work closely with families to build positive partnerships, promote aspiration, and respond swiftly where needs arise.

Through ongoing monitoring and evaluation, we ensure that funding is used effectively and responsively. Our goal is to remove barriers, reduce inequalities, and ensure every child feels valued, confident, and equipped to succeed both now and in the future.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Lower attainment and slower progress in reading, writing, and maths for some disadvantaged pupils compared with peers. |
| 2 | Attendance and punctuality rates for some disadvantaged pupils are below the school average. |
| 3 | Social, emotional, and mental health needs impacting engagement and readiness to learn. |
| 4 | Limited access to enrichment opportunities and resources that support wider learning and aspiration. |

## 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 |
|---|---|
| Improve attainment in reading, writing, and maths for disadvantaged pupils. | Disadvantaged pupils achieve in line with or above national averages and make strong progress from starting points. |
| Improve attendance and punctuality. | Attendance for disadvantaged pupils is at least 95%, with persistent absence reduced compared to previous year. |
| Support emotional well-being and resilience. | A comprehensive monitoring programme shows improved well-being, engagement, and readiness to learn. |
| Increase access to enrichment opportunities. | All disadvantaged pupils participate in enrichment, trips, and extracurricular activities. |

## 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: £15000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Continued investment in staff professional development, including evidence-based approaches to reading, writing, and maths and creative lesson design.<br><br>Whole school CPD on pedagogical approaches and teaching and learning principles.<br><br>Targeted in-class support and feedback strategies.<br><br>Teaching staff to observe each other (across the federation). | The EEF states that, 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.' With this in mind, we want to focus on providing high quality CPD to improve teaching and learning and ensure all children are benefitting from improved teaching.<br><br>Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils, so this will become the focus of our lesson study.<br><br>Professor Robert Coe (Evidence based education) says 'there is good evidence to support the use of coaching as an approach to teacher development that leads to improved student outcomes. | 1, 2 |

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

Budgeted cost: £10000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Small group and 1:1 tuition in reading and maths delivered by trained staff. | We know tutoring can have a positive impact on pupils' academic progress. Evidence suggests that pupils who receive one-to-one or small group tuition can make between 3 to 5 months' additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs. All PP pupils will access a small group tutoring programme at some point during the academic year. | 1 |
| Maths intervention groups and boosters | The EEF guide on Pupil Premium states that, 'There is a strong evidence base showing the impact that high quality interventions can have on the outcomes of struggling students.' These intervention groups, carried out by TAs and teachers, have been very successful in previous years and helped to accelerate progress. | 1 |
| Writing intervention groups | | 1 |

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

Budgeted cost: £40000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| ELSA 1:1 talk therapy | We know that children learn better when they are happy and emotionally well. We have seen that the long lasting impact from the pandemic and experiencing lockdowns has increased the anxiety of many children. The opportunity for talking therapies to be used in school to support these children is vital in improving their emotional health and helping them to be ready to learn. This will | 2, 3 |

| | | |
|---|---|---|
| | also support children with improving their attendance as many of the children have EBSA. | |
| Nurture Group | Between 8 and 12 children benefit from our nurture group each day. The group is planned and run by two of our most experienced TAs and supported by our SENCO. Children access the provision for the first 45 minutes of each morning and the last 30 minutes of each afternoon. This supports their transition between home and school. They also have a longer session every Tuesday afternoon, which focuses on developing life skills as well as the emotional and social aspects of the school curriculum. | 2, 3 |
| Trips and residentials<br>Music tuition and other extra-curricular activities | We value the importance of children developing 'cultural capital' and having access to the same experiences and opportunities as their peers. Our curriculum is enriched with a wide range of trips, residentials, visitors and experiences and we ensure that no child misses out on those experiences for financial reasons. We know how important these experiences are to the development of the whole child. They help develop important qualities such as; independence, resilience, perseverance and teamwork. | 3, 4 |
| Pupil premium champions | The **EEF Guide to the Pupil Premium** emphasises diagnosing pupils' needs, monitoring attendance, behaviour, wellbeing and attainment, and responding to identified barriers.<br>A champion can:<br>• Track attainment and progress.<br>• Monitor attendance and punctuality.<br>• Identify emerging barriers early.<br>• Coordinate support across staff and external agencies.<br>• Ensure disadvantaged pupils do not "slip through the gaps." | 2,3 and 4 |

| | | |
|---|---|---|
| | Research consistently shows that disadvantaged pupils often face multiple barriers beyond attainment, including attendance, wellbeing and access to enrichment opportunities.<br>A champion can:<br>• Build positive relationships with pupils and families.<br>• Gather pupil voice.<br>• Ensure pupils access clubs, trips and leadership opportunities.<br>• Act as an advocate when decisions are made across the school. | |

## Total budgeted cost: £65000

# 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.

Last academic year, we identified 4 key challenges to achievement that we wanted to tackle with the support of the pupil premium funding. These were as follows:

1. Lower attainment and slower progress in reading, writing, and maths for some disadvantaged pupils compared with peers.
2. Attendance and punctuality rates for some disadvantaged pupils are below the school average.
3. Social, emotional, and mental health needs impacting engagement and readiness to learn.
4. Limited access to enrichment opportunities and resources that support wider learning and aspiration.

We approached these challenges using three different strands: High quality teaching, targeted support and wider strategies.

All staff received CPD which supported them to deliver best outcomes for all children. Staff worked closely together on the Lesson Study Programme which had a key focus on the teaching and learning principles.

We used the Test Base reading assessments, maths assessments and grammar assessments in order to support staff in making accurate judgements and identify next steps for all pupils.

Each year group put together a comprehensive intervention timetable, ensuring all PP children's needs were carefully considered. Pupils were carefully tracked through half termly 'barriers to learning' checks and termly pupil progress meetings.

All PP children accessed small group tutoring in the autumn or spring term with a focus on either maths or writing depending on the need of the children. The tutor worked closely with class teachers to ensure gaps in knowledge were being filled.

Identified children also had access to talking therapies through our trained ELSA or our counsellor. This was hugely beneficial, as supporting children's emotional well-being helped ensure they were ready to learn and facilitated better progress and outcomes.

A number of our more vulnerable children, several of whom are PP pupils, accessed our nurture provision last year. This supported their social and emotional needs as well as their transitions between home and school.

End of year data

| Year Group | Number of children | Reading | Writing | Maths |
|---|---|---|---|---|
| Year 3 | 10 | 70% | 30% | 60% |
| Year 4 | 10 | 60% | 40% | 60% |
| Year 5 | 4 | 50% | 50% | 50% |
| Year 6 | 7 | 85% | 57% | 57% |

Many of our PP children are on our SEND register so have significant barriers to learning and these need to continue to be taken into consideration when planning our ongoing approach to supporting disadvantaged pupils.

Attendance of PP children was 92.8% for the academic year compared to 92.1% for the previous year. 19% of the PP children were persistent absentees with attendance below 90%.

Whilst the attainment and attendance for our pupil premium children remains lower than for non-disadvantaged children, improvements that have been made in these areas have been recognised by Ofsted.

*'The school provides well considered support for disadvantaged pupils. As a result of the school's actions, the gap between outcomes for disadvantaged pupils and other pupils is narrowing. These pupils overcome their barriers to learning and leave the school with the skills and knowledge they need to succeed.'*

*'Leader's use of the Pupil Premium funding is strategic and well considered. No stone is left unturned to ensure that disadvantaged pupils access the curriculum and take part in every aspect of school.'*