

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 (2025-26) and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Garden Suburb Junior School
Number of pupils in school	311 (Oct 2025 Census)
Proportion (%) of pupil premium eligible pupils	33% (January 31% 2025) 25% is National Average
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was developed	June 2025
Date on which it will be reviewed	January 2026
Statement authorised by	Strategy overview and funding plan to be presented at GB in February 2026.
Pupil premium lead	Eileen Bhavsar
Governor / Trustee lead	Anthony Shayle

Funding overview

Detail	Amount
Pupil premium funding allocation this year	£157.560
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this year	£157.560

Part A: Pupil premium strategy plan

Statement of intent

Nationally, disadvantaged pupils have been impacted greatly by school closures. We focus on the needs of pupils based on a three tiered approach. Read the [Education Endowment Foundation's \(EEF\) pupil premium guide](#) for information about the tiered approach to spending.

Teaching	Targeted Academic Support	Wider Strategies
<ul style="list-style-type: none">- planning an innovative curriculum which builds on prior learning- lessons planned to engage with hooks and practical activities- fostering good behaviours for learning- clear explanations- excellent and differentiated questioning styles- adaptive teaching to ensure high expectations for all- planned scaffolding/differentiation- collaborative work- development of oracy skills- quality formative assessment	<ul style="list-style-type: none">- structured interventions- small group tuition- 1:1 support- effective deployment of LSAs- reading interventions	<ul style="list-style-type: none">- building relationships with adults- fostering friendships with peers- enjoyment of learning- ensuring correct uniform- support with organisation and responsibilities- engaging parents with homework tasks- engaging parents with wider curriculum expectations eg workshops and curriculum events- Supporting pupils, teachers and parents with emotional health and trauma informed practise- Supporting teachers and parents with further understanding of neurodiversity

Key Principles

We believe that the best way to ensure that PP children achieve their potential is for the pupil premium grant to contribute primarily to 'quality first teaching and learning' for all ability groups. High expectation for all learners is one of the most significant interventions. This is supported by the Sutton Trust and recognised by most educationalists. Inclusive practice, supported by adaptive teaching, quality differentiation and effective use of additional adults is a crucial aspect of our quality first teaching. Also identified by the Education Endowment Foundation, oracy education can be a powerful tool for supporting disadvantaged pupils in primary school, helping to close the attainment gap and improve their overall development. By focusing on developing students' spoken language skills, schools can enhance their ability to express themselves, build confidence, and improve academic outcomes across the curriculum.

We also use the grant as a contribution to specific interventions to support with English and Maths and where necessary to support: attendance and punctuality, engagement in school life, social, emotional and physical wellbeing.

Achieving the Key Principles

- **Training for staff has taken place on 'Quality First Teaching'** to promote high expectations for all pupils by:
 - developing strategies that should be used in all lessons to promote engagement, questioning and assessment for learning
 - using strategies to assess gaps and enhance the remembering of learning such as flash backs at the start of lessons, revision quizzes, formative observations and assessments. In addition, the use of working walls in English, Maths and Science
 - Training for staff on adaptive teaching in order to scaffold learning for all children to achieve their best and that learning is not limited by being task orientated
 - Training for staff on further understanding of neurodiversity through involvement in DfE funded Partnership in Neurodiversity in Schools (PINS) initiative
 - Development of oracy across the curriculum and learning environment to improve the pupil's ability to articulate ideas, develop understanding and engage with others through spoken language. Focus on the links to oracy skills and the improvement of skills in writing.
- **Assessments** are made in October 2025 and will made in February 2026 and June 2026. Class review meetings are held to analyse data and all assessments inform future planning for groups and individuals.

We continue to focus on identifying the needs of groups and individuals. Assessments made in June 2025, and of the new Y3 cohort in September 2025, identified that basic skills in English is still a key area of development. We will continue to embed our approach to teaching English (4 phases). In addition, skills in reading continue to be a focus. The reading scheme is used to support early readers.
- **Emotional health and wellbeing** for pupils and families has been prioritised. Staff training on pastoral care and emotional regulation has been prioritised. Development of trauma informed practise will be a particular focus in 2025 -26 through involvement in DfE funded training
- **Enhancing the cultural capital** of our pupils will be prioritised through our broad and engaging curriculum including educational visits and visitors

Ultimate Objectives of our Strategy

- Have high expectations of attainment and behaviours for learning for all
- Ensure pupils make good progress from starting points and accelerate learning where possible
- Identify potential barriers to learning for groups and individuals and address them

Challenges

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

Challenge number	Detail of challenge
1	Pupil premium pupils attainment is not as high as the non-pupil premium pupils particularly at greater depth
2	Social and emotional difficulties that can impact on learning and attitudes to learning and self esteem
3	Pupil premium pupils who are EAL and/or SEND need additional support
4	Family situations can reduce the capacity of aspirational attitude and access to experiences to develop cultural capital e.g. lack of support with homework and extending learning outside of the classroom
5	Attendance and punctuality of some individuals needs additional monitoring and support in order to improve

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 outcomes		
	Desired outcomes and how they will be measured	Success criteria
A.	<p>Continue to ensure PP pupils reach the national standard and diminish the difference in attainment across all key areas through 'quality first teaching'. Provide training and feedback for staff on good practice through INSET and membership of BPSI. Leadership Team to support team leaders to raise attainment through quality planning, mentoring and coaching.</p> <p>Measurement through: INSET records, lesson observation feedback, monitoring of planning and pupil outcomes, external feedback eg from School Improvement Partner (SIP) and Voice 21 professionals, support and development opportunities, staff feedback and attainment and progress data.</p>	<p>Progress and attainment data across the school, including at end of Key Stage 2, will be at least in line with national expectations.</p> <p>Pupils make good progress in relation to their starting points, with accelerated learning where possible.</p> <p>Gaps in learning will be made smaller in Maths and English.</p> <p>More PP pupils will attain greater depth.</p>
B.	<p>Provide interventions for pupils who are falling behind especially in reading e.g. intervention groups, 1:1 support, English and Maths interventions, EAL support, and homework club.</p> <p>Measurement through: Programme of interventions in English and Maths with impact measured.</p>	<p>Pupils who are have learning gaps will be supported, more engaged and able to access learning in class independently.</p>
C.	<p>Continue to ensure that good learning behaviours are developed through focusing on our 'learning powers'.</p> <p>Build self-esteem, develop resilience as well as support pupils and families with social and emotional difficulties. E.g. Magical me/mighty me, parenting support, Early Help and other outside agencies</p> <p>Support for individuals with improvement of attendance using a variety of strategies including liaison with Educational Welfare Officer.</p> <p>Measured through: Impact report on - Number of pupils and families supported through EWO monitoring, play therapist, self-esteem building activities e.g. magical /mighty me, attendance at parenting support</p>	<p>Pupils will develop better learning behaviours and be more able to respond readily to feedback and improve their outcomes. Supporting emotional and behavioural needs ensures a better learning environment for all pupils.</p>
D.	<p>Develop and increase the 'Cultural Capital' of PP Pupils in order to engage and extend their learning through a broad and aspirational curriculum. Develop the skills of curriculum co-ordinators to develop their subject. Create an aspirational culture for all pupils.</p> <p>Measured Through: Provision of a broad, aspirational curriculum with clear intent, implementation and impact. Pupil outcomes, newsletters, visits and visitors, pupil feedback, External feedback eg Local Authority School Improvement Partner (SIP)</p>	<p>PP pupils will be engaged with increased opportunities for the development of cultural capital through a broad curriculum and extra-curricular activities with increased opportunities to lead and take risks with learning.</p>

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

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £53,047

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>External training courses and INSET to support:</p> <ul style="list-style-type: none"> • the development of staff in the delivery of a broad curriculum • the development of staff on Quality First Teaching and high expectations • using strategies to assess gaps and enhance the remembering of learning. In addition, the use of working walls in English, Maths and Science • focus on adaptive teaching to ensure that learning is scaffolded for all children to achieve their best and that learning is not limited by being task orientated • strategies to further support neurodiversity • the development of staff on supporting good mental health of pupils including Trauma Informed Practice • embedding English curriculum to ensure pupils have a better understanding of the Purpose, Audience and Type (PAT) of the writing we are expecting them to produce. Scaffolding for pupils is provided over a period of 3 weeks for a more independent extended write in the 4th week. • Development of oracy across the curriculum and learning environment to improve the pupil's ability to articulate ideas, develop understanding and engage with others through spoken language. Focus on the links to oracy skills and the improvement of skills in writing. 	<p>Create a leadership environment and school climate that is conducive to good implementation.</p> <p>Go to this link for information about the tiered approach to spending. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>1,2, 3,4</p>
<p>Support for Year Group Leaders to eg leadership time to focus on planning in order to raise expectations.</p>		<p>1,3,4</p>

Targeted academic support Budgeted Cost: £65,028

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA led interventions to support groups and individuals across the school.	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1
Additional teacher in Year 6 (Deputy). Support for SATs preparation. Y6 Booster classes enabling quality differentiation in Maths.		1
EAL Teacher led intervention		1
Class Review meeting to discuss groups and individuals and identify areas for development		1

Targeted Support for Wellbeing and Development of Cultural Capital: Budgeted cost: £39,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a culture of prioritising good mental health and wellbeing through: <ul style="list-style-type: none"> In house support from the SENDCo to support staff, pupils and parents and pupils with, or who previously have had, a social worker Self-esteem building to support groups and individuals Targeted support to improve attendance 	Go to this link for information about the tiered approach to spending. https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium Go to this link for information COVID-19 mental health and wellbeing surveillance -Updated April 2022 https://www.gov.uk/government/publications/covid-19-mental-health-and-wellbeing-surveillance-report/1-about-this-report There is a direct correlation between attendance and attainment	2
		2
Develop cultural capital through enhanced curriculum, extra-curricular curricular activities		4

Total budgeted cost: £157,560

Subject	Garden Suburb Junior School Data End of KS2 SATs 2025 Expected Standard and Above	National Data End of KS2 SATs 2025 Expected Standard and Above
Reading	85%	75%
Writing (Teacher assessed)	79%	72%
Mathematics	92%	74%
Grammar, spelling and punctuation	89%	73%

Garden Suburb Junior School Data Floor Standard 2025 Year 6 pupils who have reached the expected standard or above in Reading, Writing and Maths	National Data Floor Standard 2025 Year 6 pupils who have reached the expected standard or above in Reading, Writing and Maths
75%	62%

2025 Year 6 SATs – Non Pupil Premium /Pupil Premium										
	Reading		Writing		Maths		SPAG		RWM Floor Standard	
	%Ex+	%GDS	%Ex+	%GDS	%Ex+	%GDS	%Ex+	%GDS	%Ex+	%GDS
2025 GSJS non PP SATs (53)	89%	55%	83%	9%	92%	68%	92%	66%	79%	8%
2025 GSJS PP SATS (31)	77%	29%	71%	0%	90%	48%	84%	45%	68%	0%

Attendance 2024-25

Pupil group	GSJS Attendance	National average
All pupils	94.5%	94.8%
Pupils with free school meals (FSM)	92.9%	92.2%
Pupils with no FSM	95.2%	95.8%
Pupils with special educational needs (SEN) support	92.6%	92.3%
Pupils with no SEN	94.9%	95.4%

Analysis of Pupil Premium data shows that pupils achieved at or above the national standard in Reading, SPAG and Maths and at the national standard in Writing.

Pupil Premium pupils achieved above the National Floor Standard RWM (Reading, Writing and Maths at expected standard combined). **The school's performance places it among the very best nationally and in the top 25%, as celebrated in a letter from the DfE in January 2026.**

There is a significant gap between the attainment of our Pupil-Premium and our non-Pupil-Premium pupils. The whole cohort achieves above the national standard in all subjects. Gaps in attainment in maths were smaller. Analysis of contextual information on Pupil Premium pupils at Garden Suburb Junior School indicates that this group frequently have many contextual factors impacting on attainment eg SEND, EAL, lack of schooling due to due to the pandemic or refugee status. Some pupils are also recent joiners to our school. We continue to have high expectations for all of our pupils and strive to reduce the gaps through the strategy detailed above.

Quality First Teaching

Our commitment to providing quality first teaching was the focus using strategies to enhance the recall and remembering of learning.

Quality differentiation was also an area focused on to support the development of basic skills.

Writing was a key area for development and the embedding of our new 4 phase approach to teaching.

Targeted Interventions

Targeted interventions supported pupils including booster classes in Maths in Y6.

Pupil premium pupils across the school were also targeted for interventions eg EAL groups, 1:1 support, homework club, extra-curricular activities

Non Academic Barriers to Learning

Emotional health and pastoral care continued to be a priority during 2024-25 including support for parents