



Pupil Premium Strategy Statement

Emmbrook Junior School

This statement details our school's use of pupil premium (and recovery 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	260
Proportion (%) of pupil premium eligible pupils	12.3% (32 children)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/2026 - 2027-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	N York (Head Teacher)
Pupil premium lead	C Liddiard (Deputy Head Teacher for Inclusion)
Governor / Trustee lead	N/A

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 43,885
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0



<p>Total budget for this academic year</p> <p><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></p>	<p>£ 43,885</p>
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Part A: Pupil Premium Strategy Plan

Statement of Intent

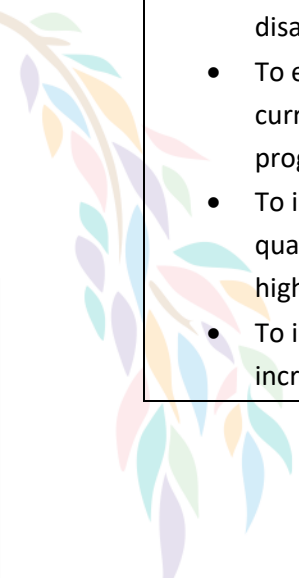
Our intent is to ensure that every pupil, regardless of their background or circumstances, is given the opportunity to thrive academically, socially, and emotionally. We recognise that pupils eligible for the Pupil Premium may face additional challenges, and we are committed to using our funding strategically and effectively to remove barriers to learning and to narrow attainment gaps.

At the heart of our approach is the belief that high expectations, high-quality teaching, and targeted support are central to improving outcomes for disadvantaged pupils. We prioritise early identification of need, evidence-informed interventions, and a whole-school culture in which every member of staff takes responsibility for the progress and wellbeing of disadvantaged learners.

Our school vision is Nurture, Grow, Thrive, and work on the principles that first and foremost we need to ensure that all children have the right conditions to learn. With our nurture support ensuring that all children are welcome and confident in our school, we can then apply the forensic support to ensure that children grow. With access to enrichment and personal development activities, we give opportunities for every child to thrive in our care.

What are your ultimate objectives for your disadvantaged pupils?

- Our ambition for our disadvantaged pupils is unrelentingly high – we want the same for all disadvantaged pupils to achieve the same success as non-disadvantaged pupils in our school.
- To ensure disadvantaged pupils make at least expected progress across all areas of the curriculum and have equitable access to a rich, ambitious curriculum that supports strong progress for all pupils with a full breadth of wider curricular opportunities.
- To improve attainment and close gaps between disadvantaged pupils and their peers through quality, targeted interventions, based on diagnostic assessment and research-led practice and high-quality, adaptive teaching.
- To improve attendance among disadvantaged pupils, demonstrating a sustained and significant increase over time.





- To build pupils' cultural capital, confidence and aspirations, ensuring they are well prepared for the next stage of their education and future success.

How does your current pupil premium strategy plan work towards achieving those objectives?

- By addressing the specific gaps in pupils' knowledge and understanding, rates of progress from starting points will be accelerated. By ensuring inclusive practice and adaptive teaching is developed and improved across the school, children can make progress in line with peers and become ready for the next stage in their education (the next year group or key stage).
- Targeted academic interventions, either 1:1 or in small groups, will allow disadvantaged pupils to embed and reinforce the knowledge and understanding they need to be successful.
- Providing nurture support for disadvantaged pupils will improve well-being and mental health and strengthen pupils' social, emotional and behavioural development, enabling them to fully engage with all aspects of school life.
- The pastoral team supports families to remove non-academic barriers that impede learning, such as low attendance, with the implementation of attendance plans. Working collaboratively with parents will mean that children are also supported at home increasing the likelihood that planned strategies have a lasting impact.
- Provision for access to enrichment opportunities and extra-curricular activities gives pupils the means of accessing the wider curriculum in terms of sports and arts activities.

What are the key principles of your strategy plan?

- Utilising diagnostic assessments for identifying and addressing gaps in knowledge and understanding.
- Ensuring adaptive teaching is embedded across the school, including the use of ongoing assessment, use of scaffolds, flexible groupings and having high aspirations and expectations for all.
- Targeted interventions for disadvantaged pupils.
- Nurture support for disadvantaged pupils.
- Engagement with parents and carers.
- Provision for extra-curricular activities.

Our strategy is rooted in ongoing evaluation and responsive adaptation. We monitor the effectiveness of our actions rigorously and adjust our approach where necessary to ensure that Pupil Premium funding has maximum impact. Through partnership with families, staff, and the wider school community, we strive to create an environment in which disadvantaged pupils can flourish and achieve their full potential.



Challenges

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

Challenge number	Detail of challenge																																																
1	<p>The attainment gap is widening between disadvantaged and non-disadvantaged pupils in reading and writing, affecting their combined data. There is also an increase of double and triple disadvantaged pupils not achieving age-related expectations.</p> <p>Disadvantaged pupils' performance gap</p> <p>Disadvantaged pupils reaching the expected standard in reading, writing and maths</p> <table border="1"> <thead> <tr> <th>Year</th> <th>This school</th> <th>National non-disadvantaged score</th> <th>School disadvantage gap</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>29%</td> <td>69%</td> <td>-41 pp</td> </tr> <tr> <td>2023/24</td> <td>29%</td> <td>67%</td> <td>-39 pp</td> </tr> </tbody> </table> <p>Disadvantaged pupils reaching the expected standard in reading</p> <table border="1"> <thead> <tr> <th>Year</th> <th>This school</th> <th>National non-disadvantaged score</th> <th>School disadvantage gap</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>57%</td> <td>81%</td> <td>-24 pp</td> </tr> <tr> <td>2023/24</td> <td>71%</td> <td>80%</td> <td>-8 pp</td> </tr> </tbody> </table> <p>Disadvantaged pupils reaching the expected standard in teacher assessed writing</p> <table border="1"> <thead> <tr> <th>Year</th> <th>This school</th> <th>National non-disadvantaged score</th> <th>School disadvantage gap</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>29%</td> <td>78%</td> <td>-50 pp</td> </tr> <tr> <td>2023/24</td> <td>71%</td> <td>78%</td> <td>-6 pp</td> </tr> </tbody> </table> <p>Disadvantaged pupils reaching the expected standard in maths</p> <table border="1"> <thead> <tr> <th>Year</th> <th>This school</th> <th>National non-disadvantaged score</th> <th>School disadvantage gap</th> </tr> </thead> <tbody> <tr> <td>2024/25</td> <td>86%</td> <td>81%</td> <td>5 pp</td> </tr> <tr> <td>2023/24</td> <td>43%</td> <td>79%</td> <td>-37 pp</td> </tr> </tbody> </table> <p style="text-align: right;"><i>Emmbrook Junior School IDSR 05/12/25</i></p>	Year	This school	National non-disadvantaged score	School disadvantage gap	2024/25	29%	69%	-41 pp	2023/24	29%	67%	-39 pp	Year	This school	National non-disadvantaged score	School disadvantage gap	2024/25	57%	81%	-24 pp	2023/24	71%	80%	-8 pp	Year	This school	National non-disadvantaged score	School disadvantage gap	2024/25	29%	78%	-50 pp	2023/24	71%	78%	-6 pp	Year	This school	National non-disadvantaged score	School disadvantage gap	2024/25	86%	81%	5 pp	2023/24	43%	79%	-37 pp
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2	<p>34.3% of disadvantaged pupils access a phonics intervention due to lack of fluency, ability to decode and lack of comprehension skills in reading.</p>																																																





3

Writing is a whole school focus this academic year, and the data shows that many disadvantaged pupils across KS2 are working below or towards age-related expectations for writing. This data from the IDSR shows that the school attainment for disadvantaged pupils in writing is impacting their overall combined data.

Disadvantaged pupils' performance

Disadvantaged pupils reaching the expected standard in reading, writing and maths

Year	This school	National average	Compared with national average
2024/25	29%	47%	Below
2023/24	29%	46%	Below

Disadvantaged pupils reaching the expected standard in reading

Year	This school	National average	Compared with national average
2024/25	57%	63%	Close to average
2023/24	71%	62%	Close to average

Disadvantaged pupils reaching the expected standard in teacher assessed writing

Year	This school	National average	Compared with national average
2024/25	29%	59%	Below
2023/24	71%	58%	Above

Disadvantaged pupils reaching the expected standard in maths

Year	This school	National average	Compared with national average
2024/25	86%	61%	Above
2023/24	43%	59%	Below

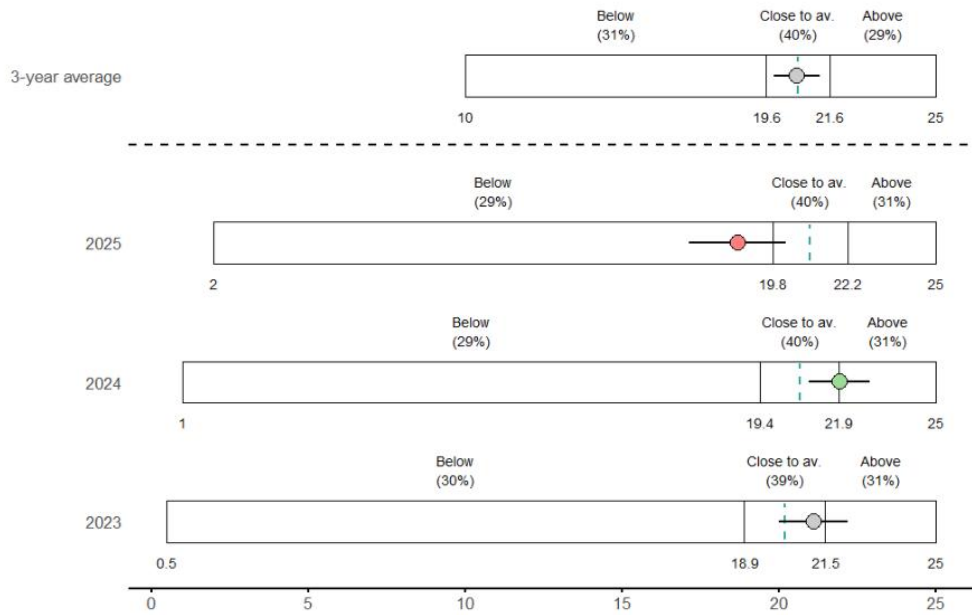
Emmbrook Junior School IDSR 05/12/25





4

Although end of KS2 Maths data is strong, the MTC in Year 4 indicates that Maths fluency is not yet embedded with times tables and this is having a significant impact on Maths data for disadvantaged pupils.



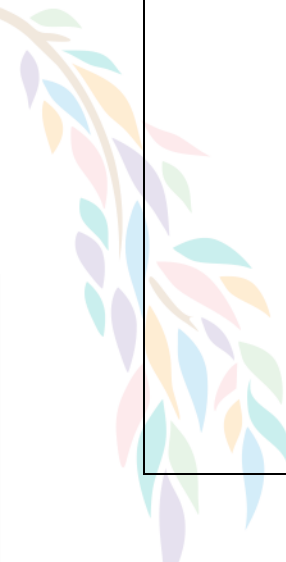
Emmbrook Junior School IDSR 05/12/25





5	<p>Through observations and communication with both pupils and parents, disadvantaged pupils lack a sense of self-esteem which impacts emotional well-being. Many of our disadvantaged children have additional barriers to learning, such as SEND, being a young carer or being known to Children’s Social Care.</p> <p style="text-align: right;"><i>School Demographic Venn Diagram Analysis from Arbor 09/12/25</i></p>
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6	<p>Disadvantaged attendance data is 89.1%, which includes 3 severely absent disadvantaged pupils with SEND. This is below our whole school attendance of 96%.</p> <p>Graph showing attendance % for different pupil groups. Use the key to identify pupil groups. Zoom in and out using the slider on the left.</p>
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Monitor Your School Attendance Data (DfE) 09/12/25	
7	Parental engagement is also a challenge due to disadvantaged families face barriers that make sustained school-home engagement difficult. Key reasons include: socio-economic pressures; past negative experiences of education; practical and access barriers; communication and literacy challenges; competing priorities and crisis situations.

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
<ul style="list-style-type: none"> To ensure disadvantaged pupils make at least expected progress across all areas of the curriculum and have equitable access to a rich, ambitious curriculum that supports strong progress for all pupils with a full breadth of wider curricular opportunities. To improve attainment and close gaps between disadvantaged pupils and their non-disadvantaged peers through quality, targeted interventions, based on diagnostic assessment and research-led practice and high-quality, adaptive teaching. To improve attendance among disadvantaged pupils, demonstrating a sustained and significant increase over time. To build pupils' cultural capital, confidence and aspirations, ensuring they are well prepared for the next stage of their education and future success. 	<ul style="list-style-type: none"> Data for reading, writing and mathematics will show disadvantaged pupils have made at least expected progress from their starting points. All disadvantaged pupils will have attended at least one extracurricular club per. All disadvantaged pupils will partake in enrichment opportunities throughout their 100% of disadvantaged pupils will make measurable progress from their starting points. 20% of disadvantaged pupils will make accelerated progress from their starting points. Attendance plans will be effectively implemented, monitored and reviewed, demonstrating attendance data that is in line with that of peers. Year 6 pupil and parent voice will reflect that all pupils are ready for the next phase of their education when they leave Emmbrook Junior School. Disadvantaged pupils in other year groups will be ready to access learning in the next year group (allowing for other needs e.g. SEND or EAL), which will be evidenced through progress data and pupil voice. Parent voice will report that they have positive relationships with school and data shows that



<ul style="list-style-type: none"> To build positive relationships with disadvantaged families and sustain positive parental engagement with school. 	<p>parental engagement has a strong impact on attendance, behaviour and attainment.</p>
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Activity This Academic Year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Professional learning for all staff – Adaptive Teaching Package (from PiXL)</i></p>	<p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</p> <p>(The spend in this area will come from the training budget in 2025-2026)</p>	<p>1 – 4</p>
<p><i>White Rose Maths</i></p> <p><i>Times Table Rockstars (TTRS)</i></p>	<p>Mastery Approach to Mathematics - https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Improving Mathematics in KS2 and KS3 - https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>(The spend in this area will come from the curriculum budget in 2025-2026)</p>	<p>4</p>





<i>Accelerated Reader</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies (The spend in this area will come from main school budget 2025-2026)	2 & 3
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Targeted Academic Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Targeted, researched interventions</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Speech and Language Link Phonics – Read, Write, Inc Precision Teaching ABC to Read PiXL	1 - 5
<i>Classroom support</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1 - 4

Wider Strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Increasing/ Improving attendance through rigorous monitoring and use of attendance plans in agreement with parents.</i>	Supporting attendance leads to improved outcomes. https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/	6



<p><i>Nurture support – bespoke for each pupil.</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <ul style="list-style-type: none"> • 2x Nurture Assistants • Family Support Worker • Calm Corners in each classroom • Break out spaces, such as the nurture classroom and sensory room • Sensory resources such as standing desks, ear defenders and fidget tools • Zones of Regulation • Lego Therapy • Nurture based interventions • Young Carers Support 	<p>5</p>
<p><i>Provision for extra-curricular activities e.g. clubs and trips</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>A school led club per term for all PPG children – this is to be monitored, and a strategy will be developed for engaging reluctant families</p> <p>Termly enrichment offer for all pupils such as attending a trip, workshop or visit to enhance learning</p> <p>All trips are subsidised for PPG children</p>	<p>5 & 6</p>
<p><i>Positive parental engagement</i></p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	<p>7</p>

Total budgeted cost: £43,885



Part B: Review of the Previous Academic Year

Outcomes for Disadvantaged Pupils

From 2024-25 baseline assessment (Autumn Term) to assessment point 3 (Summer Term) teachers' assessments*:

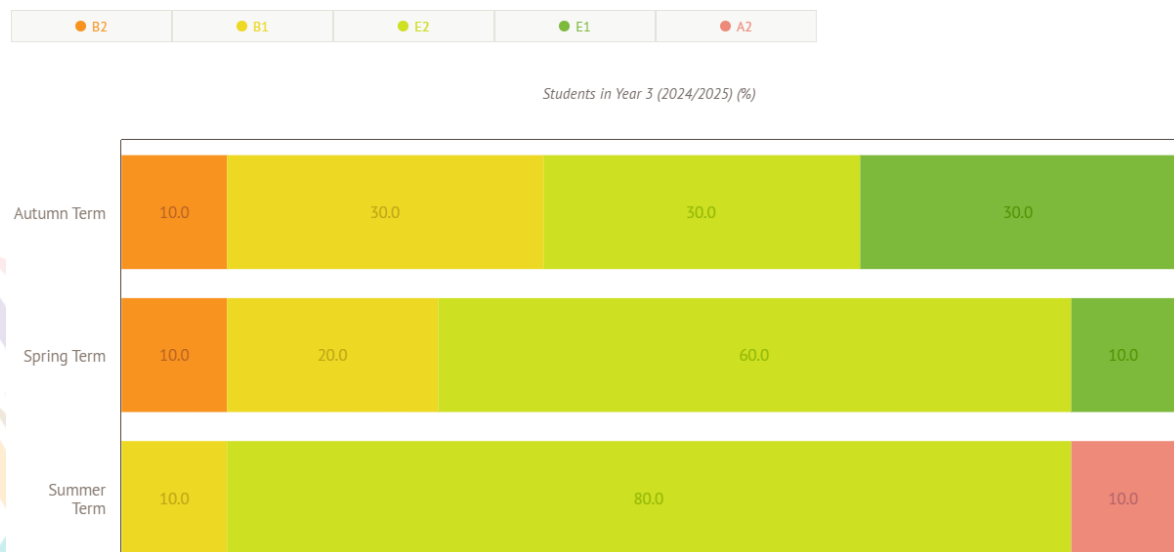
Year 3 (10 pupils):

Reading Attainment



Year 3 (10 pupils):

Writing Attainment



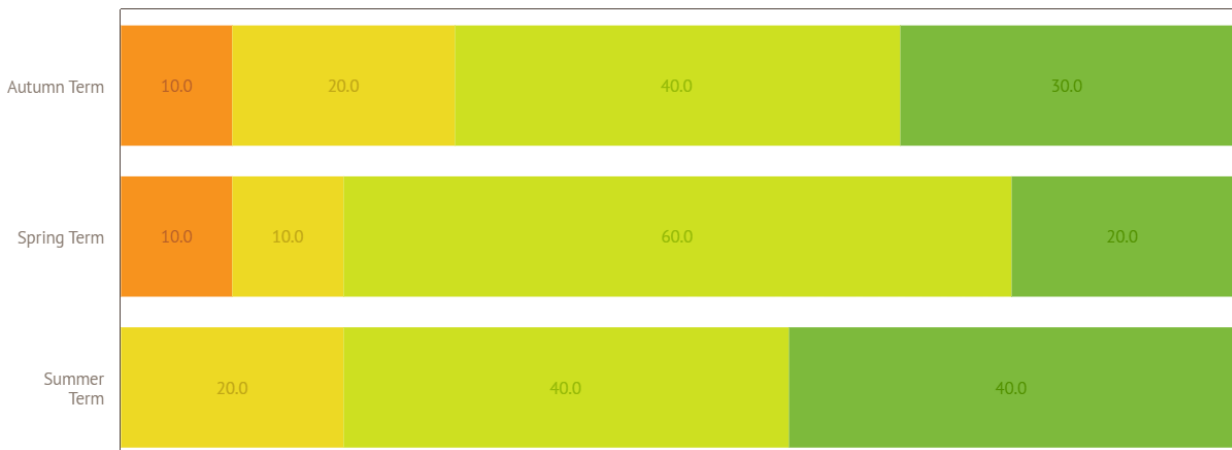


Year 3 (10 pupils):

Maths Attainment



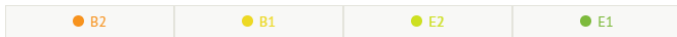
Students in Year 3 (2024/2025) (%)



This data indicated that progress in reading for these pupils was in line with expectations, but there was some sign of positive movement in the Spring term. We need to capitalise this. In writing and maths, progress has been made with a movement to more positive attainment by the Summer term of year 3.

Year 4 (6 pupils):

Reading Attainment

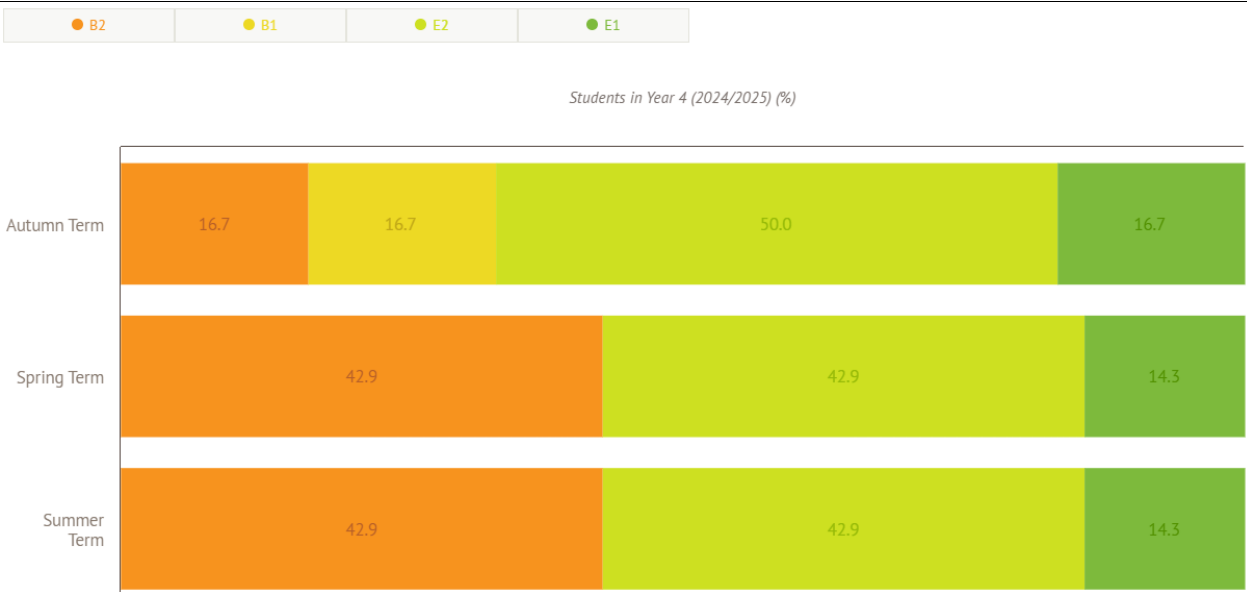


Students in Year 4 (2024/2025) (%)

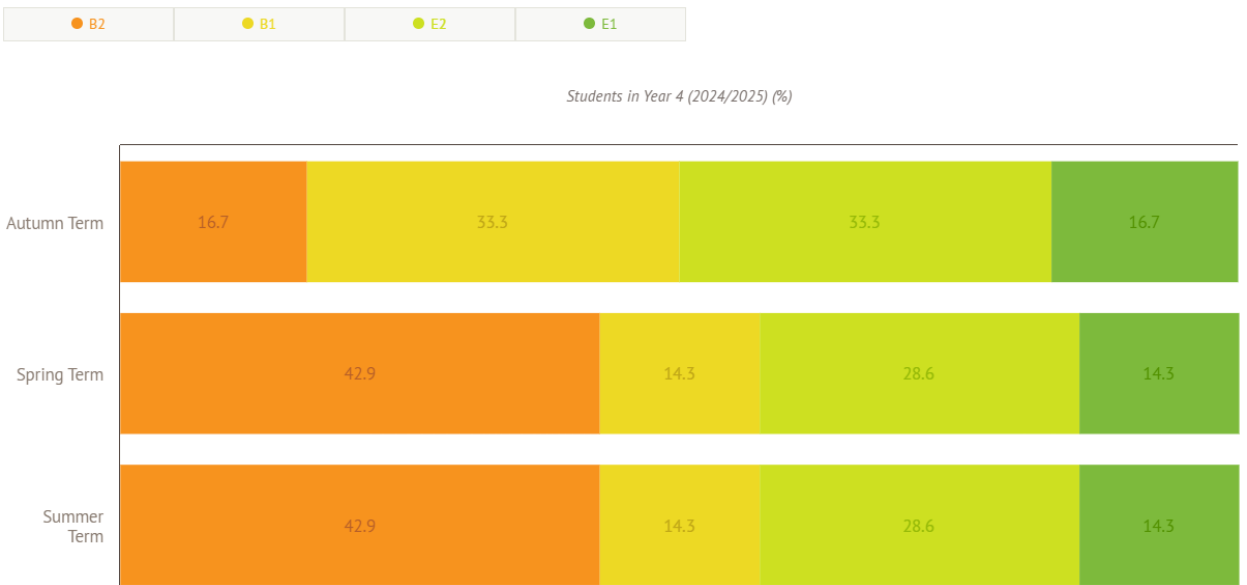


Year 4 (6 pupils):

Writing Attainment



**Year 4 (6 pupils):
Maths Attainment**



This data indicates a negative trend for reading in year 4, as fewer disadvantaged pupils made the expected level of attainment.

For writing and maths, this data indicates a negative trend for maths in year 4, as more pupils were assessed as working below age related expectations by the end of the year.

This data can be explained by the addition of a pupil who has high level of needs, and one pupil who has had very low attendance during the year.



Year 5 (5 pupils):

Reading Attainment



Students in Year 5 (2024/2025) (%)



Year 5 (5 pupils):

Writing Attainment

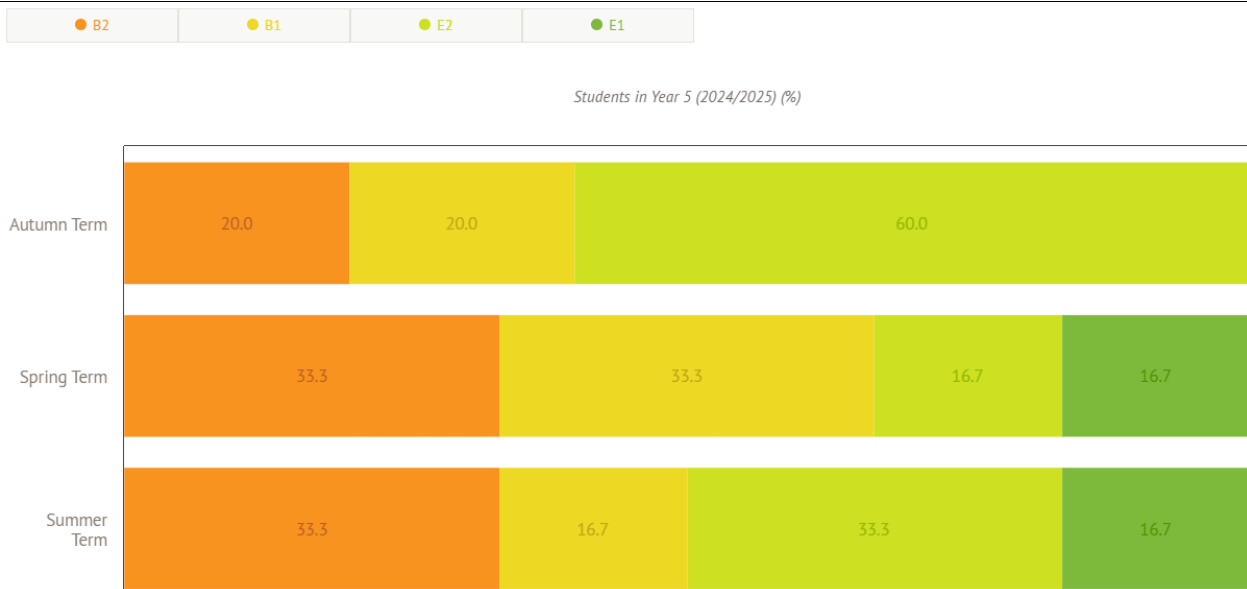


Students in Year 5 (2024/2025) (%)



Year 5 (5 pupils):

Maths Attainment



The data for year 5 indicates slower progress in reading and writing, but positive trend in maths.

Key Stage 2 Attainment:

Combined Reading, Writing and Maths:

Disadvantaged pupils - Reading, writing and mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (<u>non dis</u>)	Gap	Gap Trend	
3-year	-	-	46%	-	68%	-	-	Not applicable
2025	7	29%	47%	Below (non-sig)	69%	-41	Widening	-
2024	7	29%	46%	Below (non-sig)	67%	-39	Not available	-
2023	-	-	44%	-	66%	-	-	-

From the data, we can see we are below national for combined Reading, Writing and Maths data.

Reading:



Disadvantaged pupils - Reading expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (<u>non dis</u>)	Gap	Gap Trend	
3-year	-	-	62%	-	80%	-	-	Not applicable
2025	7	57%	63%	Close to average (non-sig)	81%	-23	Widening	-
2024	7	71%	62%	Close to average (non-sig)	80%	-8	Not available	-
2023	-	-	60%	-	78%	-	-	-

Our Reading data shows a widening trend, although we are close to national figures.

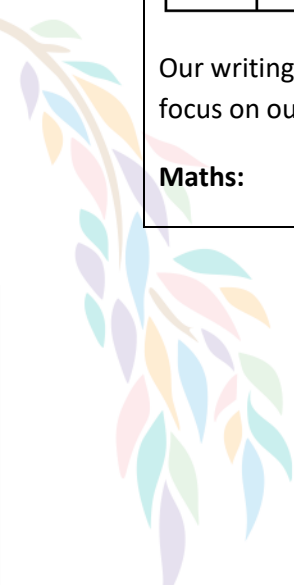
Writing:

Disadvantaged pupils - Writing expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (<u>non dis</u>)	Gap	Gap Trend	
3-year	-	-	59%	-	78%	-	-	Not applicable
2025	7	29%	59%	Below (non-sig)	78%	-50	Widening	-
2024	7	71%	58%	Above (non-sig)	78%	-6	Not available	-
2023	-	-	58%	-	77%	-	-	-

Our writing data highlights a high decline and that the gap trend is widening. Writing is a whole school focus on our School Development Plan for 2025-2026 with a key focus on spelling, oracy and handwriting.

Maths:





Disadvantaged pupils - Mathematics expected standard

Year	Cohort	School disadvantaged compared to national disadvantaged			School disadvantaged compared to national non-disadvantaged			Year group context
		School	National	National distribution banding	National (<u>non dis</u>)	Gap	Gap Trend	
3-year	-	-	60%	-	80%	-	-	Not applicable
2025	7	86%	61%	Above (non-sig)	80%	5	Positive gap	-
2024	7	43%	59%	Below (non-sig)	79%	-37	Not available	-
2023	-	-	59%	-	79%	-	-	-

Our Maths data from 2024-2025 shows a huge increase, where we are now above national.

Attendance Data:

Attendance for disadvantaged pupils in 2024-2025 is 89.1%, including 3 severely absent children with SEND. When removed, this percentage is 94.8% which is more in line with national average but is still differential compared to non-disadvantaged pupils. Attendance is an ongoing area to develop.

Other Data:

The number of parents that attended parent consultations has continued to be above 90%.

100% of PPG children attended at least one extra-curricular club in 2024/25.

In Summer Term of 2025, Pupil Voice concluded that 100% of Year 6 disadvantaged pupils reported that they felt they were secondary ready.





Externally Provided Programmes

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

Programme	Provider
White Rose Maths	White Rose Education
Times Table Rockstars	Maths Circle Ltd.
Accelerated Reader	Renaissance

Service Pupil Premium Funding

*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***

Our service pupil premium funding was used to supplement and support the above programs with the pupil in question directly benefiting from these initiatives.

The impact of that spending on service pupil premium eligible pupils

The pupil that attracted this funding made expected progress in all core subject areas and better than expected progress in reading.

The pupil achieved age related expectations in all subject areas and exceeded expectations in reading.

Further Information

- We have 2x Nurture Assistants.
- We also have a Family Support Worker who liaises very closely and has built positive relationships with our disadvantaged families. This ensures that our disadvantaged families have a targeted and flexible approach to engagement methods and ensures we have an open and collaborative relationship with our families.
- We work closely with external services, such as Cowshed, to ensure our Pupil Premium families have access to clothing donations and donations for gifts for Christmas.
- We offer an enrichment week for children who are not able to/do not wish to attend the residential school trip in Year 6. In September 2025, 1/3 of Pupil Premium children in Year 6 chose not to attend the residential this year, opting to attend the enrichment week instead.



This week consisted of cooking, bowling, Laser Tag, baking, arts and crafts, going to the park and forest school activities.

- We host half-termly parent drop-in sessions, in collaboration with Emmbrook Infant School, which are well attended by many of our disadvantaged families. Working collaboratively with the infant school means we can start to build relationships with the families prior to their child joining us in Year 3 and support both parents and children with the transition to Emmbrook Junior School. We also host several open day sessions prior to their child joining us, and we offer individual meetings and school tours for disadvantaged families too.
- We also have a Community Hub onsite where families can access dried and tinned food, clothing, toiletries and cleaning products.

