

Pupil premium strategy statement – Burnt Oak Junior School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	247
Proportion (%) of pupil premium eligible pupils	6.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023-2024 2024-2025 2025-2026
Date this statement was published	31 st December 2024
Date on which it will be reviewed	31 st December 2025
Statement authorised by	Kimberley Snow – Head of School
Pupil premium lead	Vicky Harbor - SENDCo
Governor / Trustee lead	Ian McManus – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,200
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>	£22,200

Part A: Pupil premium strategy plan

Statement of intent

At Burnt Oak Junior School, we have high aspirations for all our pupils. We believe that every child should be empowered to reach their full potential, regardless of background or starting point. Our vision is rooted in the conviction that success is driven not by circumstance, but by the skills, values, and opportunities that enable learners to thrive.

Our Aims

Our Pupil Premium strategy is designed to support all disadvantaged pupils in achieving academic excellence and strong personal development. This includes supporting the progress of pupils who are already high attainers, as well as those facing additional challenges such as being young carers or having a social worker.

We are committed to:

- Ensuring all pupils, irrespective of disadvantage, make strong progress and attain highly across the curriculum.
- Supporting pupils whose education has been most impacted by disruptions, through targeted interventions and school-based tuition.
- Sustaining and improving attainment for both disadvantaged and non-disadvantaged pupils through inclusive, high-quality teaching.

Our Approach

High-quality teaching is at the core of our approach, as it has the most significant impact on closing the attainment gap. Our strategy is rooted in robust diagnostic assessment, not assumptions, and addresses both common and individual needs.

To ensure the effectiveness of our approach, we will:

- Challenge disadvantaged pupils in their learning.
- Intervene early when need is identified.
- Foster a whole-school culture in which all staff take collective responsibility for disadvantaged pupils' outcomes and maintain high expectations.

Provision and Support

We uphold our commitment to the academic, social, and pastoral development of every child through a three-tiered approach:

1. Quality First Teaching – Ensuring pupils have full access to high-quality education.
2. Targeted Academic Support – Providing interventions that help pupils access the curriculum and accelerate progress.
3. Wider Strategies – Offering alternative and pastoral support tailored to individual needs within the school environment.

By aligning our pupil premium strategy with broader educational recovery plans, we ensure all pupils—especially those most affected by disruption—receive the targeted support they need to thrive.

Burnt Oak School Vision

At Chatsworth and Burnt Oak we strive to create a kind, respectful and inclusive culture, where each individual is valued and nurtured to achieve their full potential.

We are committed to providing a safe, happy learning environment where children are supported to develop into independent, resilient life-long learners.

We celebrate the diversity of the world beyond our school community, developing empathy and consideration for all.

How We Achieve Our Intent at Burnt Oak Junior School

To fulfil our vision and ensure all pupils reach their full potential, we are committed to the following key principles:

- **Enrichment Opportunities:**
We provide all children with engaging and meaningful enrichment experiences that broaden their understanding of the world and help them grow as confident, reflective learners.
- **Rigorous Assessment and Monitoring:**
Our robust assessment and tracking systems allow us to swiftly identify when pupils require additional support or intervention, ensuring that no child is left behind.
- **Skilled and Responsive Staff:**
Our team of highly qualified teachers and teaching assistants know our pupils well. They tailor their approaches to meet the unique needs of each learner, fostering both academic and personal growth.
- **A Broad and Balanced Curriculum:**
We deliver a rich and varied curriculum that not only supports academic achievement but also nurtures creativity, critical thinking, and a lifelong love of learning.

Challenges

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

Challenge number	Detail of challenge
1	Some of our disadvantaged children have SEMH needs which may impact on their ability to engage in learning
2	Some of our disadvantaged children have learning gaps which require targeted intervention.
3	Some of our Pupil Premium children and their families are unable to support children with the wider learning experiences including visits, cultural capital and be part of the wider school community.
4	Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 3-4% lower than for non-disadvantaged pupils.

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
Disadvantaged children will have access to SEMH support as needed to ensure that they have the resilience to learn and make good or better progress.	All disadvantaged children who have been identified as requiring mental health support will have received counselling or additional inter. It will be evident through monitoring that these children are better able to engage with learning and are making good or better progress.
Disadvantaged children who have been identified as having gaps in their learning will receive targeted intervention which has enabled them to close gaps and make good or better progress.	Disadvantaged children who require targeted support will have received intervention, gaps in learning will be closed and children will make expected progress towards their individual targets.
Disadvantaged children will have access to all enrichment activities and experiences school offers and all disadvantaged children feel part of the school community.	All children will have access to school visits, enrichment activities and after school clubs no matter what their circumstances. They will also be in the correct full school uniform.

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: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: 10,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Little Wandle small group phonics intervention in Year 3 through to 6.	An experienced teacher alongside teaching assistants will deliver targeted phonic intervention on a weekly basis to groups of 6 children across Year 3, 4 and 5. They will track progress and assess children's knowledge gaps to ensure intervention remains targeted and has impact.	2
Small group intervention in Core Subjects, with more emphasis on reading and writing.	An experienced teacher and teaching assistants will deliver targeted writing intervention on a weekly basis to a targeted group including disadvantaged children. She will track progress and assess children's knowledge gaps to ensure intervention remains targeted and has impact.	2

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

Budgeted cost: £ 11,900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly counselling for those children identified as requiring SEMH support.	Our trained counsellor will work with children identified by teachers as requiring SEMH support. She will work with individuals and groups as needed. Children build strategies to develop resilience and a sense of well-being. They also build social skills and communication skills surrounding their emotional needs, Children transition more confidently from home to school and cope with the challenges of the school day with greater resilience.	1

	There is are also targeted groups run that support other areas of SEMH including friendship resilience.	
Disadvantaged children are offered a full set of school uniform to cover the cost of school uniform	All children will all have equal access to every aspect of school life.	3

Total budgeted cost: £ 22,200

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

KS2 Sats Results 2024		
Subject	PP (4 children)	Non PP
Reading	75% Expected Standard / 25% Above Expected Standard	82% Expected Standard / 20% Above Expected Standard
Maths	50% Expected Standard / 14% Above Expected Standard	64% Expected Standard / 15% Above Expected Standard
Combined	50% Expected Standard / 25% Above Expected Standard	57% Expected Standard/10% Above Expected Standard

The performance of our Pupil Premium (PP) pupils continues to reflect the strength of our inclusive teaching practices and targeted support strategies. Despite the small cohort size, outcomes are highly encouraging and, in several key areas, demonstrate that PP pupils are performing at or above the level of their non-PP peers.

Reading

- 75% of PP pupils met the expected standard, and 25% exceeded it.
- This compares closely with non-PP pupils (82% expected, 20% above expected).
- The proportion of PP pupils working at greater depth in reading (25%) exceeds that of non-PP pupils (20%). This demonstrates the effectiveness of our reading interventions and enrichment activities, particularly in supporting higher-attaining disadvantaged pupils.

Maths

- 50% of PP pupils achieved the expected standard, with 14% working at greater depth.
- Non-PP pupils achieved 64% expected, and 15% greater depth.
- While there is a modest gap at the expected level, the proportion of PP pupils working at greater depth is comparable. Given the very small cohort size, even one pupil represents 25%, meaning small numerical differences can appear statistically significant. Our targeted numeracy support will continue to build on this promising start.

Combined (Reading, Writing, Maths)

- 50% of PP pupils achieved the expected standard across all three subjects, with 25% achieving above.
- In contrast, 57% of non-PP pupils met the expected standard, but only 10% exceeded it.
- Analysis: PP pupils are outperforming non-PP pupils at greater depth in the combined measure. This is a key indicator of overall academic strength and reflects the positive

impact of our whole-child approach, including consistent pastoral and academic support.

Summary

This data reflects strong and improving outcomes for Pupil Premium pupils at Burnt Oak Junior School. Notably:

- PP pupils perform in line with or better than their peers in reading and combined greater depth.
- The gap in attainment is narrow, and in some cases, reversed—especially in higher-level performance.
- These outcomes validate our commitment to high expectations, early intervention, and personalised support, and demonstrate that disadvantage is not a barrier to excellence.

We will continue to monitor this progress closely and build on these successes through high-quality teaching, diagnostic assessment, and a sustained focus on aspiration and achievement for all.

All PP children were offered the same opportunities in terms of educational visits and subsidised. 4 Pupil Premium attended the Isle of Wight Residential visit at a discounted rate. 9 Pupil premium children took up the offer of a full school uniform.

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

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**

N/A

The impact of that spending on service pupil premium eligible pupils

N/A

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.