

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	244
Proportion (%) of pupil premium eligible pupils	6.6%
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	12 th December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Kimberley Snow – Headteacher
Pupil premium lead	Kimberley Snow - Headteacher
Governor / Trustee lead	Ian McManus – Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,240
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>	£24,240

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 shaped 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 disruption, 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 lies at the core of our approach, as it has the greatest impact on closing the attainment gap. Our strategy is rooted in robust diagnostic assessment—not assumptions—and is designed to address 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 that 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 support their development as confident, reflective learners.

• Rigorous Assessment and Monitoring

Our robust assessment and tracking systems enable us to quickly identify when pupils require additional support or intervention, ensuring that no child is left behind.

• Skilled and Responsive Staff

Our highly qualified teachers and teaching assistants know our pupils well. They tailor their approaches to meet the unique needs of each learner, supporting both academic progress and personal development.

• A Broad and Balanced Curriculum

We deliver a rich and varied curriculum that supports academic achievement while nurturing 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 affect their ability to engage fully in learning.
2	Some of our disadvantaged children have learning gaps that require targeted intervention to help them catch up.

3	Some of our Pupil Premium children and their families face barriers to accessing wider learning experiences, including school visits, cultural enrichment, and full participation in the school community.
4	Our attendance data over the past three years shows that attendance among disadvantaged pupils has been 3–4% lower than that of 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 they have the resilience to learn and make good or better progress.	All disadvantaged children identified as requiring mental health support will have received counselling or additional interventions. Monitoring will show 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 to close gaps and make good or better progress.	All disadvantaged children requiring targeted support will have received interventions, gaps in learning will be closed, and children will make expected or better progress toward their individual targets.
Disadvantaged children will have access to all enrichment activities and experiences the school offers, and will feel part of the school community.	All children will have access to school visits, enrichment activities, and after-school clubs regardless of circumstance. They will also attend school 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: £ 13,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly counselling for those children identified as requiring SEMH support.	Our trained counsellor works with children identified by teachers as needing SEMH support, offering both individual and group sessions. Through this provision, children develop strategies to build resilience, improve their sense of wellbeing, and strengthen social and communication skills around their emotional needs. As a result, pupils transition more confidently from home to school and cope with daily challenges with greater resilience. Targeted group sessions also support specific SEMH areas such as friendship and resilience.	1
Disadvantaged children are offered a full set of school uniform to cover the cost of school uniform	Ensures that all pupils have equal access to every aspect of school life without barriers related to uniform costs, promoting inclusion and a sense of belonging.	3
Disadvantaged children are offered free or discounted school visits/experiences included residential trips.	Enables all pupils to access enrichment opportunities regardless of economic circumstance, supporting their cultural capital and full participation in the wider school community.	3

Total budgeted cost: £ 24,240

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The attainment and progress of our Pupil Premium (PP) pupils reflects the strength of our inclusive teaching practices and targeted support strategies. PP numbers across the school remain very low, ranging from 2 to 8 pupils per year group, meaning percentages can fluctuate significantly year on year. Despite this, outcomes remain positive overall and demonstrate that PP pupils are supported to achieve alongside their peers.

KS2 Sats Results 2025 (Year 6)

Subject	PP (8 children)	Non PP (54 children)
Reading	63% Expected Standard / 25% Above Expected Standard	79% Expected Standard / 46% Above Expected Standard
Maths	50% Expected Standard / 25% Above Expected Standard	81% Expected Standard / 35% Above Expected Standard
Writing	75% Expected Standard / 0% Above Expected Standard	82% Expected Standard / 37% Above Expected Standard
Combined	50% Expected Standard / 0% Above Expected Standard	80% Expected Standard / 24% Above Expected Standard

With a cohort of just 8 pupils, these results represent a positive picture of attainment. The proportion of Pupil P pupils achieving above the expected standard, particularly in Reading and Maths, highlights the impact of targeted interventions and high expectations through the end of Key Stage 2.

Internal End of Year Data (Year 5)

Subject	PP (2 children)	Non PP (63 children)
Reading	50% Expected Standard / 50% Above Expected Standard	84% Expected Standard / 44% Above Expected Standard
Maths	50% Expected Standard / 50% Above Expected Standard	88% Expected Standard / 35% Above Expected Standard
Writing	50% Expected Standard / 50% Above Expected Standard	83% Expected Standard / 24% Above Expected Standard
Combined	50% Expected Standard / 50% Above Expected Standard	76% Expected Standard / 24% Above Expected Standard

This reflects varied starting points within a very small cohort. Targeted support continues to focus on maintaining progress, addressing individual gaps and extending pupils where appropriate.

Internal End of Year Data (Year 4)

Subject	PP (4 children)	Non PP (56 children)
Reading	50% Expected Standard / % Above Expected Standard	95% Expected Standard / 50% Above Expected Standard
Maths	75% Expected Standard / 0% Above Expected Standard	93% Expected Standard / 41% Above Expected Standard
Writing	50% Expected Standard / 0% Above Expected Standard	88% Expected Standard / 38% Above Expected Standard
Combined	50% Expected Standard / 0% Above Expected Standard	88% Expected Standard / 29% Above Expected Standard

While fewer pupils are currently working at greater depth, PP pupils are developing secure core skills and are well supported to make sustained progress.

Internal End of Year Data (Year 3)

Subject	PP (2 children)	Non PP (58 children)
Reading	100% Expected Standard / 50% Above Expected Standard	80% Expected Standard / 33% Above Expected Standard
Maths	100% Expected Standard / 0% Above Expected Standard	74% Expected Standard / 14% Above Expected Standard
Writing	100% Expected Standard / 50% Above Expected Standard	74% Expected Standard / 38% Above Expected Standard
Combined	100% Expected Standard / 0% Above Expected Standard	67% Expected Standard / 12% Above Expected Standard

Year 3 outcomes are particularly strong:

In some areas, PP pupils are performing in line with or above non-PP pupils, demonstrating the positive impact of early intervention.

Key Strengths Highlighted by the Data

Very small PP cohorts allow for precise, individualised support

Strong outcomes in Year 3 show the impact of early identification and intervention

Targeted funding supports both catch-up and extension, depending on individual need

Inclusive teaching ensures PP pupils are supported to access the full curriculum

Wider School Life Impact of Pupil Premium Funding

Pupil Premium funding has been used to ensure all PP pupils can fully access enrichment opportunities and wider school experiences.

Six PP pupils attended the Isle of Wight residential trip at a discounted rate, and both PP pupils in Year 6 participated in the PGL Residential trip in West Sussex, ensuring access to key school experiences.

Nine PP pupils accessed the offer of a full school uniform, helping them feel included and confident within the school community.

At least one visit or visitor takes place each half term, with PP pupils able to attend free of charge, ensuring they benefit from regular enrichment opportunities alongside their peers.

This demonstrates that Pupil Premium funding supports not only academic progress but also inclusion, participation, and social development, ensuring all pupils can fully engage with the full range of opportunities offered by the school.

Summary

Overall, the data shows that Pupil Premium funding is being used effectively to support individual pupils and reduce barriers to learning. Despite low pupil numbers and varying starting points, PP pupils are making progress across the school. The funding continues to play an important role in ensuring that disadvantaged pupils are supported academically, socially and emotionally, enabling them to achieve their potential.

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)

<i>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</i>
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.