

Summary of the Pupil Premium Strategy - 2024–2027

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. This strategy is strongly aligned with our School Development Plan (SDP)

Introduction

The Pupil Premium Strategy sets out how Juniper Hill School will use its PP funding to improve educational outcomes and wellbeing for disadvantaged pupils between 2024 and 2027. The strategy is based on the principle that every child should thrive regardless of their background or circumstances and reflects the school's commitment to inclusion, personalised support and high-quality teaching. We have 434 pupils and a PP budget of £39,390 for the 2025 academic year. The strategy is led by Lauren Long and Sarah Wilson, with oversight from Claire Garnett and governor lead Judith Timewell.

Vision and Strategic Priorities

Our aim is to remove barriers to learning, improve attainment, strengthen attendance and promote wellbeing so that disadvantaged pupils can achieve their full potential. The strategy is built around three key principles:

1. Quality First Teaching

Excellent classroom teaching has the greatest impact on reducing attainment gaps. Staff are expected to deliver engaging, inclusive and ambitious teaching while monitoring individual progress carefully and responding to pupils' needs.

2. Targeted Academic Support

Early identification of learning gaps allows tailored interventions to be implemented promptly. This includes small-group tuition, guided reading approaches, structured interventions and additional adult support.

3. Wider Strategies and Personal Development

Recognising the link between wellbeing and achievement, the strategy includes emotional support, family engagement, enrichment opportunities and attendance support to ensure pupils are ready to learn and participate fully in school life.

Main key Challenges affecting disadvantaged pupils:

- 1. Academic Attainment**
Assessment information shows disadvantaged pupils can achieve lower outcomes than their peers. However, comparisons with national figures must be treated cautiously because the school's disadvantaged cohort is significantly smaller than national averages.
- 2. Ensuring Equity and Inclusion**
As a highly inclusive school, we aim to ensure all vulnerable and disadvantaged pupils access high-quality learning experiences and opportunities.
- 3. Developing Spoken Language**
The school recognises that communication skills underpin learning and future success. Improving vocabulary, confidence and oracy remains a key priority. Kagan is an important part in this.
- 4. Social, Emotional and Mental Health (SEMH)**
The opening of The Nest specialist SEMH provision has highlighted the importance of trauma-informed practice and specialist support for pupils experiencing social, emotional and mental health difficulties.

Four key intended Outcomes by 2027:

Improve Reading Outcomes

We seek to reduce the attainment gap in reading through a redesigned KS2 guided reading approach, daily reading opportunities, protected class story times and carefully chosen texts promoting diversity & inclusion.

No Child Left Behind

All disadvantaged and vulnerable pupils should make strong academic progress, access emotional support where needed and benefit from a broad range of enrichment experiences. Support includes ELSA provision, play therapy, funded educational visits, music opportunities, sports participation, reading mentoring and outdoor learning experiences.

Increase Engagement Through Kagan Cooperative Learning

Our embedded Kagan Structures across the curriculum increase participation, improve spoken language, Build confidence and strengthen collaboration and social skills. Staff training, coaching and classroom modelling form a central part of this work.

Strengthen SEMH Expertise

Our aim is to further develop trauma-informed practice through Attachment and relationship-based training, PACE approaches (Playfulness, Acceptance, Curiosity and Empathy), relational practice, continued development of The Nest provision and participation in Buckinghamshire's Attachment Aware and Trauma Informed Programme.

Use of Pupil Premium Funding

The total allocation of £39,390 is divided across three strands.

1. Teaching and Staff Development (£13,500)

Funding will support Kagan training for new staff, Brain-Friendly Classroom training, Guided reading development, whole school PACE training, Attachment and trauma-informed professional development, SaLT support, attendance at national Pupil Premium conferences.

2. Targeted Academic Support (£18,500)

Funding will be used for Provision Map subscription, academic enrichment trips, additional LSAs, structured interventions, small-group English and maths tuition, daily one-to-one reading for vulnerable pupils.

3. Wider Strategies (£7,390)

Funding also supports behaviour mentoring, Play therapy, Extra-curricular clubs, Attendance initiatives. Breakfast and after-school provision and contingency fund for emerging needs.

Review of Previous Academic Year

In 2024 – 2025, we only had 3 children identified as disadvantaged (5%) compared to 32% nationally. Of these 3 children, all were working below, or at best towards the expected standard in reading, writing and maths, with the exception of only one pupil who achieved the expected standard in maths. However, across the school, disadvantaged pupils performed above national averages in reading and maths. Whilst attainment gaps remain in some year groups, evidence suggests that the school's approaches are helping to narrow differences in achievement.

Across the school 2024 - 2025 (Y1-6):

- * 73% ARE in reading (10% up on that seen nationally)
- * 55% ARE in writing (4% down on that seen nationally)
- * 70% ARE in Maths (9% up on that seen nationally)

Emotional Wellbeing

Universal support through teachers and LSAs, Behaviour mentoring, ELSA provision, Play therapy, CAMHS support when required. This support is complemented by Kagan structures and relationship-based approaches, helping pupils feel included, valued and emotionally secure.

Attendance

Attendance for disadvantaged pupils has improved steadily. The gap between disadvantaged and non-disadvantaged pupils has reducing to just 0.68 percentage points by 2024–25. As a result, attendance is no longer identified as a major Pupil Premium target but will continue to be monitored.

Conclusion

Juniper Hill School's Pupil Premium Strategy demonstrates a strong commitment to inclusion, academic excellence and emotional wellbeing. The school uses a balanced approach that combines excellent classroom practice, targeted interventions and extensive pastoral support. Through continued investment in reading, spoken language, cooperative learning, SEMH provision and enrichment opportunities, the strategy aims to ensure disadvantaged pupils experience success, develop resilience and enjoy everything the school has to offer. Evidence suggests that these approaches are already having a positive impact, particularly in narrowing attainment gaps and improving attendance and wellbeing.