

Pupil premium strategy statement – Juniper Hill 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	434
Proportion (%) of pupil premium eligible pupils	
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)	2024 - 2027
Date this statement was published	31 st December 2025
Date on which it will be reviewed	31 st December 2026
Statement authorised by	Claire Garnett
Pupil premium lead	Lauren Long / Sarah Wilson
Governor / Trustee lead	Judith Timewell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 39,390
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£ 39,390

Part A: Pupil premium strategy plan

Statement of intent

At Juniper Hill School, our core intent is for all pupils to thrive during their time with us, growing into confident, creative, and independent learners, regardless of their background or the challenges they face. Central to our Pupil Premium strategy is a commitment to support our disadvantaged children by identifying the challenges that may impact their academic progress and overall wellbeing, including those who are high attainers.

We are dedicated to being experts in understanding our children. This means we recognise that every child is unique and requires personalised provision, which may evolve throughout their time at school. The provisions outlined in this strategy aim to support all vulnerable children, regardless of whether they are disadvantaged.

At Juniper Hill, we prioritise Quality First Teaching (QFT) across the curriculum, placing additional focus on areas where disadvantaged pupils need the most support. Evidence consistently shows that QFT has the greatest impact on closing the attainment gap and benefits all pupils, including non-disadvantaged students.

A key principle of our approach is that we judge children by their attainment, not assumptions. Every child's progress is carefully monitored through accurate assessment data, and decisions are made based on evidence, not preconceived expectations.

This strategy is a vital component of our broader school plans, strongly aligned with our School Development Plan (SDP). The intended outcomes outlined in this strategy are developed collaboratively, with input from a wide range of stakeholders across the school community. These outcomes are supported by data—both teacher summative and formative assessments—as well as audits, the Headteacher's Report, Pupil Premium governor visits, and pupil voice. Through this process, all staff at Juniper Hill are actively engaged, take ownership, and are committed to implementing and embedding provision to achieve these outcomes. To ensure the effectiveness of this strategy, we will:

- Carry out early and accurate assessments
- Involve all staff in identifying vulnerable children and understanding their challenges using various tools
- Provide tailored Career Professional Development (CPD)
- Ensure disadvantaged pupils are fully engaged and responsive in class
- Offer comprehensive support for children's wellbeing, being responsive to their individual circumstance

Challenges

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

Challenge number	Detail of challenge
1	<p>Evidence gathered from assessments (Year 6 SATS results) indicated that children who are eligible for pupil premium funding, at Juniper Hill school, performed slightly lower than non-pupil premium children.</p> <p>National data for disadvantaged pupils reflects attainment at the end of Key Stage 2 (KS2-Y6). Ordinarily, for fair comparison, it is important to compare like for like. However, as mentioned above, only 5% (3) of pupils in our Year 6 cohort were identified as disadvantaged, compared to 32% nationally. Of these 3 pupils, 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. Given this, any comparison at Year 6 level would not provide any meaningful reflection. Therefore, for a more representative comparison, this analysis will consider the whole school, where 9% were identified as disadvantaged.</p>
2	<p>Due to Juniper Hill being a highly inclusive school, it is important that all of our vulnerable and disadvantaged children have the best school experience we have to offer.</p>
3	<p>Juniper Hill recognises the importance of spoken language to children's learning and the importance to communicate fluently and effectively with other people.</p>
4	<p>Juniper Hill has opened a new unit in Autumn 2024. As a result, we need to be aware and responsive to all children's needs across both settings.</p>

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
<p>All disadvantaged children to perform equally within reading as non-disadvantaged children.</p>	<p>Implement a new approach to Key Stage 2 guided reading.</p> <p>This is up and running, since the May 2025. A staff-meeting update has been held. This will be continued to embed.</p> <p>The launch of 'Juniper Must Reads' from EYFS to Year 6.</p> <p>This will be a focus moving forward. Funding from the next book fair will be used to fund this.</p>

<p>To ensure all vulnerable and disadvantaged children enjoy all Juniper can offer and make the best academic progress they can. 'No child left behind'</p>	<p>To ensure all children are making the best academic progress they can.</p> <p>Continued to monitor regularly by:</p> <ul style="list-style-type: none"> • Quality First Teaching • Drop-in sessions by PP lead • Trust Based Observations by SLT members • Assessment for Learning • Pupil voice • Weekly staff meetings. • Pupil Parliament • Private SaLT sessions <p>To ensure all children are receiving the best emotional support we can offer.</p> <ul style="list-style-type: none"> • ELSA • Private Play Therapy <p>To continue to ensure all children benefit from the exciting opportunities we offer at Juniper.</p> <ul style="list-style-type: none"> • Sporting opportunities – prioritised • Extra-Curricular – prioritised • Production • Class trips – funded • Additional outings • Cultural exposure
<p>To increase student engagement by continuing to develop the use of Kagan structures.</p>	<p>Enhance children's learning by modelling a structure every time it is used.</p> <ul style="list-style-type: none"> • Staff Meetings and regular refresher training by Gavin Clowes <p>Use anchor charts as a tool to support instruction, e.g. 'anchor' the learning for the children.</p> <ul style="list-style-type: none"> • Observed in classrooms – most anchor charts made <p>Ensure all staff understand each structure, and the structure function, e.g. procedure learning, knowledge building etc.</p> <ul style="list-style-type: none"> • Regular refreshers during staff meetings • Gavin Clowes to model unfamiliar structures <p>Support teachers in philosophy that every time a question is asked this is an</p>

	<p>opportunity to use a structure. Replace 'Call on One' to 'Everyone Answers'.</p> <ul style="list-style-type: none"> • Rosenshine training to support questioning <p>Maintain a focus on the 7 Keys for Successful Implementation, in particular Class building and Team building.</p> <ul style="list-style-type: none"> • New staff trained
<p>To develop the Juniper Team's SEMH (Social, Emotional, and Mental Health) knowledge</p>	<p>For staff working in different areas of the school to complete the 7 Day attachment lead training with TouchBase.</p> <ul style="list-style-type: none"> • Some Nest staff and mainstream staff completed/ in process of completing this course <p>For all staff working in the SEMH Unit (The Nest) to have completed DDP training (Dyadic Developmental Psychotherapy).</p> <ul style="list-style-type: none"> • Ongoing to ensure new staff have the CPD needed <p>For all staff to learn how to use PACE (Playfulness, Acceptance, Curiosity and Empathy) as a strategy for working with all children, especially those with SEMH needs.</p> <ul style="list-style-type: none"> • Inset • All new Nest staff to complete in March <p>To implement the school's Relational Policy; this will sit alongside the statutory Behaviour Policy.</p> <ul style="list-style-type: none"> • Headteacher has published this policy <p>All of the above, will support our journey towards being an Attachment Aware Trauma Informed School.</p> <ul style="list-style-type: none"> • Working towards completing the silver Programme • We are part of the Buckinghamshire Virtual School Programme

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: 13,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Any new teachers to attend full Kagan training.	https://researchschool.org.uk/unity/news/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches	2,3
Kagan 2-Day Brain Friendly Classroom INSET days (Autumn Term)	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	2,3,4
Kagan Trainer to observe and support teachers within their classroom	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring	2,3
2x staff meetings to introduce new guided reading scheme and follow up.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1
Whole school (staff) PACE (Playfulness, Acceptance, Curiosity, and Empathy)	https://www.oxfordshire.gov.uk/sites/default/files/file/children-and-families/PACEforteachers.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,4

Training (Autumn Term)		
Book guest speaker (Clive Lawrence) for Spring INSET day – ‘Growing up Disadvantaged’.	https://www.childhoodtrust.org.uk/about-us/news/our-new-research-exposes-stark-educational-inequalities-affecting-children-living-in-poverty/	
A variety of staff across both settings to attend the 7-day attachment course ran by TouchBase	https://pmc.ncbi.nlm.nih.gov/articles/PMC8758116/ https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,4
Pupil Premium Lead to attend (online): The National Pupil Premium Conference 2025: Narrowing the Gap	https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/	1,2,3 & 4
External SaLT therapist one day a week. Full time internal Specialist Support Assistant - Speech and language assistant.	Oral Language Intervention EEF Toolkit Strand	2,3

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

Budgeted cost: £18.500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Yearly subscription to Provision Map.	Support staff, monitor progress, solve problems and adapt strategies as the approach is used for the first time	1,2,3 & 4
Academic Trips	https://researchschool.org.uk/unity/news/implementation-matters-addressing-disadvantage-in-schools-with-low-numbers-of-pupils-eligible-for-the-pupil-premium https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://www.gov.uk/government/publications/extra-curricular-activities-soft-skills-and-social-mobility Cultural Learning Alliance What is Cultural Capital?	2
Recruitment and retention of additional LSA.	DFE Teacher Retention Strategy Report.pdf	2,3,4
Structured and targeted intervention and early identification	https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies	1,3
English and Maths tuition (small group intervention) - External	Small Group Tuition EEF Toolkit Strands	1,2,3
1:1 daily reading and comprehension or	Reading comprehension strategies EEF Toolkit Strands	1,2,3

disadvantaged and vulnerable children (LSA).		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £7,390

Activity	Evidence that supports this approach	Challenge number(s) addressed
External Behaviour support worker once a week	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2,4
Play therapy	Social and Emotional Learning EEF Toolkit Strand EEF Social and Emotional Learning pdf https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	2,4
Extra-curricular activities that are based within the school setting, such as art, sport, music and drama clubs.	Arts Participation EEF Toolkit Strands	2
Promote and embed principles of good practice set out in the DfE's Improving School Attendance advice.	Improving Schools Attendance Schools and Local Authorities	2
Breakfast and after school club	More than just a meal: Front Public Health	2
Contingency fund for unidentified challenges/needs.	Based on previous experiences and other similar schools to ours, it is response to set back a small amount of money for any unidentified challenges/needs.	1,2,3 & 4

Total budgeted cost: £39,390

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improve reading, writing and maths attainment and narrow the gap between disadvantaged and non-disadvantaged children:

Nationally (24-25), 26-26% of pupils at the end of KS2 were considered disadvantaged in 2024 which is an increase of 1% over the previous year.

In reading, writing and maths (combined), 46% of disadvantaged pupils met the expected standard in 2024 compared to 67% of other pupils, keeping the gap at 22 percentage points (pp). In 2024, 3% of disadvantaged pupils met the higher standard in reading, writing and maths (combined), while 10% of other pupils met the higher standard. Both figures are unchanged since 2023.

Attainment in reading has increased compared to 2023 for both disadvantaged (64% meeting the expected standard) and non-disadvantaged (80% meeting the expected standard) pupils. Attainment in writing increased for non-disadvantaged pupils to 79% meeting the expected standard but remained at the same level as 2023 for disadvantaged pupils with 60% meeting the expected standard. Attainment in maths remained the same for both groups with 81% of non-disadvantaged and 61% of disadvantaged pupils meeting the expected standard.

As such and although the disadvantage gap was similar across all subjects, the gap was smallest in reading (17pp) and largest in maths (20pp) with writing standing at 19pp.

As a whole school (Y1-6), 9% of pupils (33/363) were considered disadvantaged in 2024/5. 5% (3/60) of pupils in year 6 were categorised as disadvantaged which is significantly less than that seen nationally (32%) - as is the case for the whole school.

(2024-2025)

National data for disadvantaged pupils reflects attainment at the end of Key Stage 2 (KS2-Y6). Ordinarily, for fair comparison, it is important to compare like for like. However, as mentioned above, only 5% (3) of pupils in our Year 6 cohort were identified as disadvantaged, compared to 32% nationally. Of these 3 pupils, 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. Given this, any comparison at Year 6 level would not provide any meaningful reflection. Therefore, for a more representative comparison, this analysis will consider the whole school, where 9% were identified as disadvantaged.

Juniper 2023-24 attainment by disadvantage status – whole school (Yrs 1-6)

As a whole school (Y1-6), 9% of pupils (37/418) were considered disadvantaged in 2023/24. 13% (8/61) of pupils in year 6 were categorised as disadvantaged which is significantly less than that seen nationally (31%). As national data for disadvantaged pupils relates to attainment at the end of KS2 (Y6), the commentary below similarly describes/relates to attainment at the

end of Year 6 as opposed to whole school data. Comparisons against last year are not offered as there were no disadvantaged pupils at Juniper in Year 6 in 2022-23.

In reading, writing and maths combined, 63% of disadvantaged pupils attained the expected standard at the end of Y6, which compares favourably to that seen nationally (46%). This represents an attainment gap of 3 percentage points, once again comparing favourably to that seen at a national level where the attainment gap stands at 21%. That said, in 2024, there were no disadvantaged pupils who met the higher standard in reading, writing and maths (combined), while 17% of other pupils met the higher standard across all three subjects – an attainment gap of 17% compared to 7% seen nationally.

When looking at reading alone (end of KS2/Y6), 63% of disadvantaged pupils met the expected standard which is more or less in-line with that seen nationally (64%). This represents an attainment gap between disadvantaged and other pupils of 18 percentage points which, once again, is only 1% adrift of that seen nationally.

In writing (end of KS2/Y6), 75% of disadvantaged pupils met the expected standard which actually exceeds that seen for other pupils by 1% and that seen nationally by 15% (national at 60%). As such, for writing, the disadvantage gap actually favours the disadvantaged this year by 1pp which differs greatly to that seen on a national level where the disadvantage gap stands at 19pp in favour of non-disadvantaged pupils.

In maths (end of KS2/Y6), 75% of disadvantaged pupils reached the expected standard compared to 73% seen for other, non-disadvantaged pupils. As such, this reflects an attainment gap of 2pp in favour of disadvantaged pupils which once again reverses that seen nationally where the disadvantage gap is at its largest – 20pp in favour of non-disadvantaged pupils.

Across the school (Y1-6), 47% of disadvantaged pupils attained the expected standard in reading, writing and maths combined, matching exactly that seen nationally. This represents an attainment gap of 22 percentage points, which remarkably mirrors that seen nationally too.

Across the school (Years 1-6), 73% of disadvantaged pupils met the expected standard in reading which is 10% up on that seen nationally. With 90% of non-disadvantaged pupils making the expected standard, this amounts to an attainment gap of 17 percentage points which is 1% better than that seen nationally.

In writing, 55% of disadvantaged pupils met the expected standard in writing which is 4% down on that seen nationally (59%). With 77% of non-disadvantaged pupils making the expected standard, this represents an attainment gap of 22% which is 3% higher than that seen nationally.

In maths. 70% of disadvantaged pupils met the expected standard which is 9% up on that seen nationally. With 92% of non-disadvantaged pupils meeting the expected standard this yields an attainment gap of 22% which is 3% higher than that seen nationally.

Summary

Juniper's disadvantaged pupils performed incredibly well in 2023-2024 both compared to that seen nationally and against other, non-disadvantaged pupils at the school. In fact, with the exception of reading, disadvantaged pupils performed equally well, in not marginally better than that seen amongst non-disadvantaged pupils (Maths + 2pp/ Writing + 1pp).

Across the school, Juniper's disadvantaged pupils performed above national levels in both reading and maths but below in writing (4%). Attainment gaps between disadvantaged and non-disadvantaged pupils stand at 17% in reading (1% narrower than national) and 22% in both writing and maths (3% wider than national). 47% of disadvantaged pupils met the expected standard in reading, writing and maths combined, yielding an attainment gap of 22 percentage points and thus mirroring the national picture exactly.

Next Step

While the evidence presented above is encouraging and demonstrates that our school is successfully narrowing the attainment gap between disadvantaged and non-disadvantaged students, it is essential to recognise that academic performance varies across different year groups. With this in mind, we remain committed to delivering high-quality teaching across the entire curriculum and will continue to monitor assessment data closely. Both targets 1 and 2 are designed to support this ongoing effort.

Having only 3 children in Year 6 (2024-2025) who were classified as disadvantaged, one of the children only joined our school in Year 4, therefore missing a lot of support offered at Juniper. One of the children had an EHCP for moderate learning difficulties. The third child had suffered a huge family loss, which impacted her wellbeing significantly. Whilst these children still made pleasing progress, their attainment was not age related. We will continue to monitor the disadvantaged children, especially the academic progress of those in Year 5 and 6. However, being an inclusive school, individual progress remains our priority.

Children to feel supported emotionally and to be happy:

Kagan structures, including class and team builders, play a vital role in helping our school achieve the target of ensuring children feel supported emotionally and are happy, aligning with our wellbeing strategy. These structures encourage positive interaction and collaboration, allowing students to build relationships and feel a sense of belonging, which contributes to their emotional well-being. Additionally, we have streamlined our approach to emotional support, providing universal provision through class teachers and LSAs to support all children. For those with more specific needs, the behaviour mentor offers support with social difficulties and self-esteem. Students requiring more specialized assistance can access ELSA support, with the top tier of our provision being play therapy (which many of our Pupil Premium Plus children can access) and CAMHS for crisis intervention. This tiered approach ensures that emotional support is accessible and tailored to the needs of each child, fostering a school environment where students feel valued, supported, and happy.

SENDCO leads ELSA and has half-termly meetings with the 2 trained LSAs. Regular emotional check-ins with all disadvantaged children takes place. Kagan team-and-class builders are required to take place in the classroom, as per agreed performance management

target. Regular staff meetings are held to identify any new vulnerable children in our school. Support is then implemented if/when necessary.

Next Step

With the introduction of our new unit, which brings additional needs to our already inclusive school, it is crucial that CPD remains a priority. To support this, we have already provided staff with INSET training on PACE to enhance our understanding of children's emotional needs. This year, we are also launching a new relational policy to strengthen our commitment to supporting students emotionally and ensuring they are happy. To further focus our efforts, the target of ensuring emotional support for all children has been broken into two specific goals for our Pupil Premium Strategy 2024-2027: firstly, to ensure all vulnerable and disadvantaged children enjoy everything Juniper can offer and make the best academic progress possible, with a "No child left behind" approach; and secondly, to develop the Juniper Team's knowledge of SEMH to better support our students' well-being. This dual approach ensures that emotional support and academic progress remain central to our school's vision.

To continue providing opportunities for children in our SEMH unit include regular Odds' visits, weekly Forest Schools, Play Therapy, SaLT, PACE training for all nest staff, outings to increase cultural capita. In the main school, we will continue to partly fund trips. ELSA sessions will be made available for those identified to require support.

To achieve and sustain improvement in attendance for all pupils, including those disadvantaged:

From September 2022 to July 2023 non-disadvantaged children attended school 95.77% of the time, compared to disadvantaged children attended school 93.61% of the time.

From September 2023 to July 2024 non-disadvantaged children attended school 95.96 % of the time, compared to disadvantaged children attended school 94.66% of the time.

From September 2024 to July 2025 non-disadvantaged children attended school 95.95% of the time, compared to disadvantaged children attended school 95.27% of the time.

Next Step

As the gap in attendance between disadvantaged children and their peers continues to narrow, with the whole school attendance in 2023-2024 reaching 94.92%, the school will shift its focus toward sustaining and further improving overall attendance. While 95% attendance is considered good and allows for unavoidable absences, the school will maintain its commitment to supporting all students, including disadvantaged children, in achieving this standard. However, improving attendance will no longer be a specific target within the Pupil Premium strategy, as progress has been made. Instead, the school will continue to monitor attendance across all groups, with a broader emphasis on promoting consistent attendance for the entire school community.

As the gap in attendance between disadvantaged children and their peers is narrowing significantly, with the non-disadvantaged children's attendance in 2024-2025 only 0.68% higher than disadvantaged children, the school has shifted its focus toward sustaining and further improving overall attendance. 95% attendance remains to be considered good and allows for unavoidable absences, the school will maintain its commitment to supporting all students,

including disadvantaged children, in achieving this standard. Improving attendance will remain a non-specific target within the Pupil Premium strategy, as progress is maintained.

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
Provision Map	Edukey
Read Write Inc. (EYFS and KS1)	Ruth Miskin
Read Write Inc. (KS2 – spelling)	Ruth Miskin
Accelerated Reader	Renaissance
Times Tables Rock Stars	Maths Circle Ltd
Kagan Cooperative Learning	Dr. Spencer Kagan (Kagan Publishing)
BUSS Model	Susanne Allen and Sarah Lloyd
Rosenshine	

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.