

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Park Junior School, Wellingborough
Number of pupils in school	241
Proportion (%) of pupil premium eligible pupils	23.6% 57 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2028 (plus yearly reviews)
Statement authorised by	Governing Body
Pupil premium lead	Mr David Tebbutt (Headteacher) Mrs Jenny May (Deputy Headteacher)
Governor / Trustee lead	Mr Bob Ballard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£79,872.06 (51 pupils)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£79,872.06

Part A: Pupil premium strategy plan

Statement of intent

At Park Junior School all members of staff and governors are responsible for all pupils.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education.

At Park Junior School we target the use of our Pupil Premium Grant funding to ensure our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning.

Our ultimate objectives are to:

- Remove barriers to learning by poverty, family circumstances and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breath of the curriculum
- Develop confidence in their ability to communicate effectively in a wide range of contexts
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access to a wide range of opportunities to develop their knowledge and understanding of the world

Our Context

Park Junior School is situated in the town centre of Wellingborough. The school currently has 241 children on roll and a waiting list for all year groups. Our main feeder Infant School is The Avenue Infant School and is located close by, though not on the same site. The number of children who are entitled to Free School Meals number is 20.7% (50 children) and our Pupil Premium amount is 23.6% (57 children). 65.1% of pupils are from minority ethnic families with 40.7% of pupil's first language believed not to be English. We have 26 different languages spoken at the school. We also have a SEND Unit for Social, Behavioural and Emotional Needs (SEMH).

Achieving These Objectives

On order to achieve our objectives and overcome identified barriers to learning we will:

- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small groups and 1 to 1 support
- To provide high quality feedback to children in additional teaching time sessions
- To reduce class size in Year 6 thus improving opportunities for effective teaching and accelerating progress
- Additional teaching and learning opportunities provided through Teaching Assistants
- Providing specialist social and emotional support through our Learning Mentor, Family Support worker and our SEMH team
- Provide opportunities for all pupils to participate in enrichment activities including educational visits, residentials, sport and music
- Support all transition arrangements from Infant to Junior and Junior to Secondary
- Provide a positive social and emotional environment at lunchtime (Fun Club)
- Provide curriculum enrichment opportunities for the children
- Develop the use of digital technology

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	Assessments indicate a lack of ability to use inference and deduction within reading.
2	Assessments indicate a lack of ability when needing to reason in mathematics.
3	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention including social, emotional and mental health support.
4	A number of disadvantaged children have safeguarding issues with are impacting on their behaviour for learning within the classroom setting
5	Attendance data shows a small minority of disadvantaged children are classed as persistent absentees and therefore do not fully engage with school life.

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
By the end of Year 6, a large majority of pupils have sufficient reading skills to achieve the expected standard.	<p>Achieve above national average for expected and greater depth scores in KS2 Reading.</p> <p>KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average</p>
<p>Basic gaps in maths knowledge are closed for the large majority of pupils, enabling them to access all aspects of the maths curriculum.</p> <p>Increased opportunities to use reasoning strategies</p>	<p>Year 4 times tables screening outcomes are broadly in line with or better than the national average.</p> <p>Achieve above national average for expected and greater depth scores in KS2 Maths</p>
School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Phonics	Ensure 95% of Year 3 disadvantaged children complete Read, Write Inc on a yearly basis.
Other	Ensure attendance of disadvantaged children above 94%.

Activity in 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 (for example, CPD, recruitment and retention)

Budgeted cost: £10,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD on providing meaningful feedback to support pupil progress £2000.00	EEF Feedback +8 months. To further improve standards all research shows feedback in being a crucial part of children achieving acceleration progress. Staff to receive high quality training in this, being given time to consider the impact for their class. This is through StepLab initiative.	1, 2, 5
Maths White Rose Maths Training. Use of adaptive teaching £1000.00	Pupils attainment in maths on par with National Average. Use of Number Stacks for SEND PP children	2
EEF Principles – CPD Training (purchase of Steplab) £3500.00	EEF meta-cognition and self-regulation +8 months High quality staff CPD is essential for follow the EFF principles. This is based on StepLab. This is followed up in INSET Days and PD Meetings. All teachers have one to one support with coaching.	1, 2, 5
Read, Write Inc training update (online + development days) £2000.00	High quality, intensive phonics for disadvantaged children gives them the building blocks to support their progress. 12 out of 60 Year 3 children (Sept 25), and 5 Year 4 and 1 Year 5 and receiving this input. Plus RWInc 1:1 interventions	1
Work with MHST £500.00	Children be provided with specialist support to help to improve pupils' decision-making skills, interaction with others and their self-management of emotions. MHST involvement	3, 4
To receive bespoke training on the new online Jigsaw scheme of work. This will support online safety and RSE in particular. £3000 over 3 years	Social and emotional learning (+4months) To have a consistent PSHE curriculum with the latest resources, meeting the needs of the pupils.	3, 4, 5

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

Budgeted cost: £54,250.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To enable smaller teaching groups and personalised learning in Year 6. £25,000.00	EEF 0 reducing class size (+2 months) Within class attainment groupings (+2 months) Small group tuition (+4 months) Individualised instruction (+4 months)	1, 2, 5
To employ an additional Teaching Assistant to allow us to run additional RWInc groups. £12,000.00	Phonics (+5 months) 12 Year 3 children currently requiring additional phonics support. To allow us to keep groups as individualised as possible (+4 months) and have small group tuition (+4 months) we have employed an additional TA.	1
To increase hours of Family Support Worker to allow specific intervention programmes with pupil premium children. £7250.00	EEF – parental involvement (+4 months) Social and emotional learning (+4months) The school's family support worker is able to provide a host of intervention programmes including Draw and Talk and referrals completed to outside agencies. Work with Mental Health Support Team to support PP children.	3, 4, 6
To provide release time for colleague for interventions as learning mentor. £2000.00	EEF – parental involvement (+4 months) Social and emotional learning (+4months) Meet and Greet every morning from 8.30am Social skills, Talkabout, ADHD support, Red Beast, 5 point scale, comic strip conversations Meet and Greet.	3, 4, 6
To provide the theraplay (social and emotional learning) and Boxall programme for PP children who require it. £2000.00	EEF – Social and emotional learning (+4 months). Many of our PP children require additional social and emotional support from specialists. Use of sensory circuits, sensory breaks.	3, 4

To support all SEN PP children make good progress in comparison with non-disadvantaged children. £5000.00	EEF - Teaching assistant interventions (+4 months) To ensure the gap is bridge between SEND PP children and non-disadvantaged.	1, 2, 5
To provide dyslexia assessment and feedback £1000.00	EEF - Teaching assistant interventions (+4 months) To ensure the gap is bridge between SEND PP children and non-disadvantaged.	1, 5

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

Budgeted cost: £16,248.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidising the cost of school visits and residential. £3000.00	The PP children need residential to improve their self-esteem, learn skills of co-operation and improve their cultural capital. Every year group has a day visit as well as Year 4 and 6 visiting Peak District and Wales respectively.	3, 4, 6
To provide Curriculum Enrichment opportunities including Book Week, author visits, History Days, Science Investigations Day, planetarium, and sports events. £3000.00	The PP children need visits to improve their self-esteem, learn skills of co-operation and improve their cultural capital.	3, 4, 5, 6
To provide school uniform for disadvantaged children £1600.00	To ensure our PP children feel part of our school, sharing our ethos and pride in their school. This in turn will improve behaviour and discipline.	3, 4, 6
To provide Breakfast Club for disadvantaged children £2500.00	Food deprivation is an issue for some PP children. To ensure our PP children are fed before school so they are ready and able to learn. Research shows hungry children do not perform well.	3, 4, 6
To provide additional staff for 'Fun Club' £5148.00	EEF – behaviour interventions (4 months) To understand the need to guidance and support for those PP	3, 4, 6

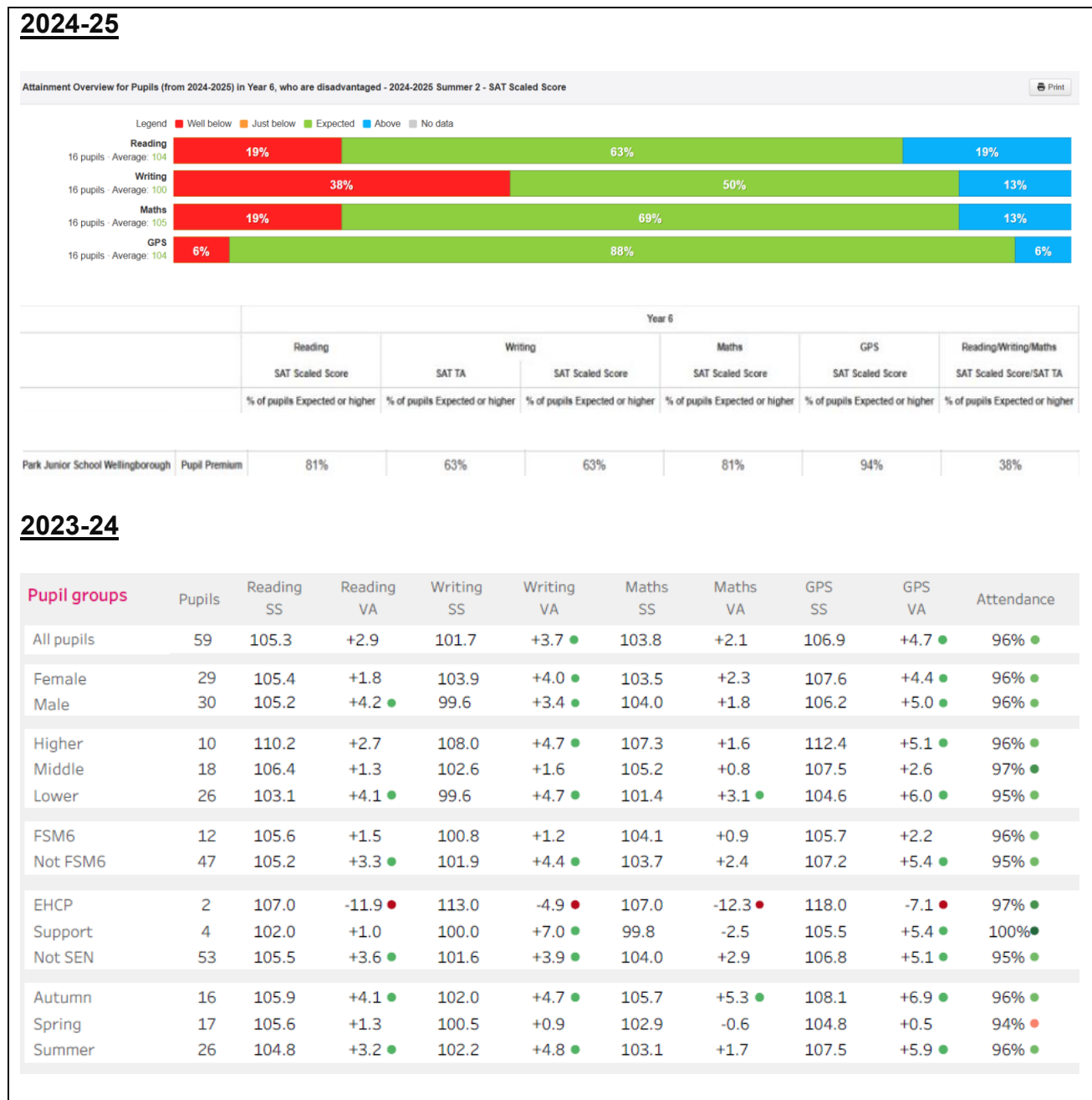
	children who are still developing the strategies of play and co-operation.	
To provide specialised software and resources for the PP children to ensure they have additional provision to make very good progress £1000.00	Digital individualised resources are seen to promote good progress levels with the systems. EEF – Homework (+5 months) – to allow all children to be able to use Microsoft Teams to allow provision to word, PowerPoint etc and ability to ‘hand in’ work electronically. Doodlemaths/English; Reading Eggs; Maths Whizz	1, 2, 5

Total budgeted cost: £80,498.00

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 202 outcomes.



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Read, Write Inc	Read, Write Inc
Doodle maths and English	EZ Education
Classroom Secrets	Classroom Secrets
Oxford Owl Pathway	Read, Write Inc
Literacy Shed	Literacy Shed
Espresso Coding	Discovery Education
TT Rockstars	TT Rockstars
Twinkl	Twinkl
White Rose Maths	White Rose Maths
Track My Read	Track My Read
Reading Eggs	Reading Eggs
Number Stacks	Number Stacks

