



Pupil premium strategy statement – Unstone Junior School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	49
Proportion (%) of pupil premium eligible pupils	53%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement for each academic year)	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	February 2026, July 2026
Statement authorised by	<i>Rachael Fowlds</i> Headteacher
Pupil premium lead	<i>Rachael Fowlds</i> Headteacher
Governor lead	<i>Kylie Crossland</i> lead for disadvantaged pupils

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£40,010
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£40,010

Part A: Pupil premium strategy plan

Statement of intent

At Unstone Junior School, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. All our pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve that goal.

Our pupils in receipt of the Pupil Premium Funding face barriers to reaching their full potential, and we are determined to provide the support and guidance they need to help them overcome these barriers.

High quality teaching is at the heart of what we do. This has shown to have the greatest impact on closing the gap and also benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through interventions, consolidation of previous lessons, one to one support.

We are committed to meeting their pastoral, social and academic needs within the school environment, we aim to provide access to a variety of exciting opportunities and engage in the whole school curriculum and school life.

Challenges

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

Challenge number	Detail of challenge
1	Assessments and Observations show progress in reading is slower for some disadvantaged pupils than for other pupils. This adversely affects their confidence and consequently their attainment in both English and other subject areas where reading is needed
2	Observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to bullying and a lack of enrichment opportunities. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support remain relatively high. 63% pupils (75% of whom are disadvantaged) currently require additional support with social and emotional needs.
3	Pupils eligible for the pupil premium have less access to enriching experiences than their non-disadvantaged peers.
4	Our attendance data over the last year indicates that absence among disadvantaged pupils was 94.7%, 1.5% higher than for all pupils. 20.7% of disadvantaged pupils have been 'persistently absent' compared to 13.3% of all pupils during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.

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
Improved reading attainment among disadvantaged pupils.	KS2 reading outcomes in 2026/2027 show that more than 70% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2026/27 demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in bullying • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Pupils eligible for pupil premium will have access to a full range of enriching experiences in line with their peers.	A significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2026/27 demonstrated by: • Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils (96+%). • Monitoring of attendance by Head teacher brings about and increase in PP pupils' attendance and a decrease in persistent absence. • There will be no gap in attendance between disadvantaged and non-disadvantaged by July 2024.

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.

PLEASE NOTE: many of the costings are estimates, as we adapt and change where our interventions and money goes throughout the year based on need.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£10,600**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Resources purchased to supplement the assessments of reading including the purchase of Literacy Gold, RWI resources to identify barriers.	Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.	2
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school through ISAS and links with local SEND school.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	3,4,5

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

Budgeted cost: : **£10,375**

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in	Tuition targeted at specific needs and knowledge gaps can be an effective	1, 2

addition to, and linked with, normal lessons.	method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	
Specific intervention programmes led by both Teachers and Teaching Assistants.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Teaching Assistant Interventions (+4 months) Small group tuition (+4 months) Oral language interventions (+6 months)	1,3,4

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

Budgeted cost **£20,035**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family support worker to provide support and guidance (including EHA if appropriate) to families and children (and those engaged with them) by removing barriers to learning (including poor attendance) in order to promote effective	The EHA is a simple way to help identify needs of children and families and make a plan to meet those needs. It is a shared tool which is used by all agencies in Derbyshire who are delivering early help. Its purpose is to provide a co-ordinated response so no-one misses out on the support they may need.	2,4
Release time for SEND leader and headteacher to support families with high need SEN and Pupil Premium children.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4
SENCo and headteacher identify and support families and children and work to alleviate barriers to learning.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,2,3,4

Vulnerable children to be highlighted and supported through Nurture sessions and Behaviour Box sessions.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Social and emotional learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	2,4
Staff CPD on mental health and well-being.	Evidence from Education Endowment Foundation, 'Teaching and Learning Toolkit': Social and emotional learning (+4 months)	2,4
Head teacher to ensure that parents are made aware of expected attendance levels when they fall below 90%. Attendance policy updated and written as PoDS to ensure consistency across the cluster.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Pupils to be offered a full range of enrichment opportunities in line with their peers including; Residential Wider Opportunities: playing the clarinet weekly	The Social Mobility Commission published a report in 2016 where they looked at the importance of extra-curricular activities. The report states: Ultimately our report shows that a young person may miss out on some of the most valuable experiences in life – a chance to bond with others, aspire to learn more, and gain the soft skills so important to employers – simply because of their social background and where they grew up. It is time to level the playing field. The Ofsted research review into music (July 2021) says: Music's place in school life is sometimes justified by reference to literature that supports its wider benefits. (see footnote 14) Among these are benefits to concentration, phonemic awareness, literacy, memory and academic achievement.	3,4
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	2,3,4

Total budgeted cost: £41,010

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

MTC

		School	National
Average Point Score	All	23.5	21.0
	PP	23.7	19.3

		School Data	National Data
Reading	All	78%	75%
	PP	80%	63%
Writing	All	89%	72%
	PP	60%	59%
Maths	All	78%	74%
	PP	80%	61%
Combined	All	66%	62%
	PP	60%	47%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

A robust system for identifying children with additional needs supported with a graduated response ensured that Pupil Premium pupils with the highest levels of need received good provision.

Our assessments and observations indicated that pupil well-being and mental health continued to be significantly impacted last year. We used pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We are continuing to build on that approach.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

Programme	Provider
Read Write Inc	Ruth Miskin
Spelling Shed	Edshed
Numbots	Maths Circle
TT Rockstars	Maths Circle
Extra hours Educational Psychologist	Derbyshire County Council
White Rose Primary Maths	White Rose Education
Behaviour Box	Derbyshire County Council
Literacy Gold	Engaging Eyes