

# Forefield Junior School



**PROUD TO BE FOREFIELD:**

**PASSION, RESPECT, OPPORTUNITY, UNIQUE, DETERMINED**

## Pupil Premium Statement 2025-26

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.

*Forefield Junior School is a **P.R.O.U.D.** school built on **Passion and Respect**, where **Opportunities** can be seized by **Unique and Determined** learners.*

---

We are passionate about learning in an environment where everyone is empowered to be themselves and to flourish. We respect and value each and every individual and cherish their unique qualities to create a sense of belonging. We are determined to support personal, social and emotional development by encouraging self-belief and providing opportunities for everyone to express themselves and grow in confidence.

By celebrating their diverse contribution to the life of the school and the wider community, each person will be encouraged to build on their foundations, to instil a belief in everyone that they have limitless potential and are always capable of achieving their best - throughout their lives. As a family we share each other's successes and take pride in them.

We will consistently promote the highest of standards in every aspect of school life, provide a vibrant, stimulating curriculum in a safe and happy learning environment, to foster excellent attitudes and behaviour. The inspirational opportunities we provide will fuel a passion for learning and a sense of pride in all we do.

---

***This is what makes us PROUD:***

***Passion, Respect, Opportunity, Unique, Determined.***

---

## School Overview

Detail	Data
Number of pupils in school	361
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended – you must still publish an updated statement each academic year)</b>	2025-28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Paul Swift HT
Pupil premium lead	Paul Swift PPG Lead
Governor / Trustee lead	Anna Morris & Angela Houghton

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,006
Additional funding – PLAC & Service.	£9,755 £2,966
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£112,727</b>

---

## Part A: Pupil premium strategy plan



**In-line with our Mission Statement and Pupil Guarantee, allocation of the Pupil Premium Grant will reflect our school values. At Forefield Junior School it is our intention that children are successful in life and learning – no matter what their starting points and barriers may be.**

**PPG will be used to provide additional educational support to improve progress and raise standards for identified pupils.**

**Through the PPG we will diminish the difference between the achievement of those eligible and their peers. Underlying inequalities will be addressed using PPG funding.**

**We will ensure that the funding reaches the pupils who need it and that it impacts on their education and their lives.**

**Additional funding from the school's delegated budget will be added to the PPG to ensure that all children are nurtured, encouraged and celebrated.**

**Our carefully constructed 'PROUD Curriculum' provides a bespoke and exciting learning experience, enriched with a wealth of opportunities set out in our 'Pupil Guarantees.'**

**Our strategy plan links closely with our school development plan, sports premium and CPD priorities. The plan sits alongside all other strategic decisions, is founded on evidence-based national research, is shared with all members of our community and remains responsive and flexible to any changing need.**

---

To accomplish these aims, we will focus on three key strategies: **Intervention, Enabling & Professional**

Our **Intervention Strategy** will identify both existing interventions that are working well and innovative new interventions, based on the latest research and often utilising technology, to ensure pupils make accelerated progress – both academically and socially.

Our **Enabling Strategy** ensures pupils access up to date equipment and technological resources to increase engagement as well as allowing pupils to take part in extra-curricular clubs and extended activities/trips and residential visits where cost may have been a barrier.

Our **Professional Strategy** ensures that all staff receive regular training and where appropriate provides additional staff (experts in specific areas) for pupils to access.

## Challenges

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

Challenge number	Detail of challenge

1	<p><b>Increased numbers of children in receipt of PP funding are also identified as SEND</b></p> <p>Although 16% of pupils are in receipt of PP funding, 32% of SEND pupils are PP. These children experience multiple difficulties and barriers to learning – they are also more likely to be persistently absent.</p>
2	<p><b>Social and Emotional</b></p> <p>Some children face ongoing challenges linked to mental health. This presents as reluctance to enter school, anxiety, lack of confidence, low mood and low levels of resilience in both parents and pupils</p> <p>We have observed that disadvantaged pupils are exhibiting social and emotional difficulties which must be addressed and supported before they are ready to learn</p> <p>The development of oracy skills is particularly important for those pupils who lack the confidence and the vocabulary to express themselves clearly</p>
3	<p><b>Foundational Knowledge for writing and maths</b></p> <p>Observations, assessments and discussions with pupils and staff indicate that the PPG children entering Year 3 are working below the levels of non-disadvantaged pupils in all subjects – especially in writing. This continues to be a trend through KS2 and is also observed in the maths results of PP pupils in upper juniors.</p>
4	<p><b>Attendance</b></p> <p>Attendance data shows that the gap between PP and Non-PP pupils is an issue across the school, despite the support we have in place.</p> <p>Whilst attendance data for FJS is above the national average: In 2024-25 school attendance was 95.6% compared to 94.8% nationally and for SEN pupils 94% compared to 92.3% nationally. However the data for FSM pupils was 0.4% lower than the national average. Attendance had risen for all groups from the previous year (2023-24) but we wish to do more.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
5	<p><b>Wider Experiences</b></p> <p>Observations and discussions with pupils and their families indicates that many of our disadvantaged pupils are less likely to access wider cultural experiences due to cost and perception. Therefore, a carefully planned 'PROUD Curriculum' and further enrichment experiences – including visits, trips, visitors to school and residential visits in Y4 and Y6 help pupils to 'seize opportunities.'</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
To see increased confidence levels and a steadily improving response to lessons – in terms of engagement and participation	Teachers report improved attitudes amongst pupils and a determination to keep going and succeed at a range of tasks – reflected in NFER test results and SATs  Learning walks identify that pupils are participating in discussion and using a range of strategies: nest, pair, trio and circle in order to instigate, build, challenge, probe, clarify and summarise
For pupils with multiple barriers to be identified and supported	All staff will know the pupils who are vulnerable and the support in place to remove those barriers. Staff will be supported to find ways to remove the barriers for disadvantaged groups  Leaders will ensure that vulnerable pupils are discussed at senior level and strategies put in place to break down barriers in a timely manner – recorded and reviewed regularly
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  The Boxall Profile information to show tracked progress of emotional literacy scores for individual pupils  · maintain the strong participation in enrichment activities, particularly among disadvantaged pupils
To see an improvement in foundational skills: basic punctuation, clear sentences, joined handwriting and the correct use of key spellings which in turn impacts on the % of pupils working at ARE+ in writing	More pupils writing at ARE and above  More pupils achieving higher scores on arithmetic & Times Table tests

Similarly in maths, pupils will develop their arithmetic/ number bonds/Times Table knowledge	
Improved writing attainment for pupil premium pupils	<p>Quality first teaching addresses the identified areas for improvement through termly independent writing outcomes measured by moderated teacher assessments</p> <p>Expert guidance from CPD sessions to support all staff with the teaching of writing</p> <p>Trust-wide and school partnership writing moderation ratifies teacher judgments</p>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	<p>Sustained high attendance demonstrated by: · the overall unauthorised absence rate for all pupils being no more than 10%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced so that we are above national data comparators for all of our pupil groups</p>

## 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

Budgeted cost: £ 74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ additional teaching & support staff to facilitate smaller classes for Maths/English	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with socioeconomically disadvantaged pupil populations. Some studies have also found that smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers	3
Continue to fund a Learning Mentor to offer support to pupils and their families: LM will complete 1:1 interviews with PP pupils to address barriers LM will form part of first day response and work with families to address non-attendance	Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1, 2 and 4
Provide specialist support/CPD for staff through Voice 21 training package	The Education Endowment Foundation (EEF) has conducted extensive research into oracy, highlighting its importance in enhancing children's language skills and academic performance  (Voice 21 has been developed by the EEF)  <u>Vocabulary and Oral Language/Teaching and Learning Toolkit/EEF</u>	1 and 2
Provide specialist support/CPD for staff through CAPITAL schools partnership with Maddie Barnes (English Specialist)	Maddie Barnes, using the most recent research and methodologies for the teaching of writing will work with our English Lead and a member of each year group	3

Provide further training for all staff (including pastoral staff), SEN(D)Co, ELSAs and Learning Mentor to address social and emotional difficulties.	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_Emoional_Learning in Primary Schools   EEF  We will be working towards the 'Bronze' Level of Attachment & Trauma Sensitive Schools Award	1 and 2
--	---	---------

#### Targeted academic support

Budgeted cost: £ 12,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify pupils and provide support through targeted interventions Teachers/TAs to work with primarily disadvantaged pupils to achieve ARE	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  One to one tuition   Teaching and Learning Toolkit   EEF And in small groups: Small group tuition   Teaching and Learning Toolkit   EEF  As a school we have found face to face tuition with a known member of staff to be more effective than online tuition.	1 and 3  3
Make full use of the 50 licenses for Lexia (reading/spelling support software package) to target pupils working below ARE in Years 3, 4 and 5 – timetable & staff weekly sessions	<a href="#">'Improving Literacy in KS2' guidance report</a> ,  There is a wealth of evidence which highlights the important role fluency plays in pupils' reading development.  Having used Lexia for several years we know that pupils who access regular provision make accelerated progress.	1 and 3

Fund subscriptions to additional online interventions – eg TT Rockstars, Rapid Reading, Spag.Com	<p>Targeted deployment of trained TAs to deliver interventions has higher impact.</p> <p>We have seen success for groups of pupils when these interventions have been used at FJS.</p> <p><u>Effective Use of Teaching Assistants/EEF</u></p>	3
--	---	---

Wider strategies Budgeted cost: £ 23,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to provide ELSA support sessions for identified pupils across the school - fund resources/equipment and supervision for staff.	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): <u>Improving_Social_and_Emotional_Learning in Primary Schools   EEF</u>	1 and 2
Resource the CAFÉ and the Happy Hub to enable individuals/groups to improve their well-being through play or Lego therapy and other therapeutic activities – eg provision of a calming fish tank	<p>As above</p> <p><u>Social and Emotional Learning in Primary/EEF</u></p> <p><u>Social and Emotional Learning/Teaching and Learning Toolkit/EEF</u></p>	1, 2 and 4
Fund a counsellor (Brighter Horizons) to provide weekly sessions for identified pupils.	As above	1, 2 and 4
Fund incentives/prizes to reward attendance – certificates etc	Guidance from Sefton's Attendance Toolkit	1 and 4

Train teaching/TA staff in 'Team Teach' behaviour strategies to further reduce behaviour issues	Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level - EEF	1
<i>Enrich the curriculum through visiting theatre companies – providing Arts experiences</i>	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum - EEF	5
<i>Fund the Wider Opportunities music programme (drumming) for Y5 pupils</i>	As above	5
<i>Fund Arts Week experiences – resourcing additional experiences</i>	As above	5
<i>Ensure PPG pupils can access at least 1 after school club (eg judo, fencing, archery etc) free of charge</i>	Enrichment activities can have an effect on attainment – EEF However, there are benefits in terms of belonging & well-being	5
<i>Fund 50% of the costs of the Y6 residential visit and 33% of the Y4 residential visit for all disadvantaged pupils who wish to take part</i>	As above Enabling pupils to access clubs/visits that would normally be financially prohibitive has a positive impact on well-being, friendships and attendance.	5

**Total budgeted cost: £ 110,000** *(small contingency for needs that have not yet arisen)*

## 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.

### Pupil Premium – SATs Results 2024

71% achieved the expected standard in SPAG,

63% achieved the expected standard in Reading,

57% achieved the expected standard in maths,

### Pupil Premium – SATs Results 2025

80% achieved the expected standard in SPAG,

73% achieved the expected standard in Reading,

67% achieved the expected standard in maths,

60% achieved the expected standard in writing

Results for PP pupils have improved in all subjects and attendance for PP pupils across the year is also higher

We have also drawn on internal school data and observations to assess PPG in Years 3, 4 and 5.

Year Group	% of PP reading at ARE	% of PP Writing at ARE	% of PP Maths at ARE	Focus?
3	55%	33%	67%	writing

4	61%	72%	56%	maths
5	64%	43%	50%	Writing & maths
6	73% 10% higher than national PP	60% In-line with national PP	67% 6% higher than national PP	(Pupils have moved onto high schools)

As a result, we are working closely with partner schools to address 'writing' across the Trust and with Maddie Barnes through our SIG. Regular network meetings, moderation and upskilling teaching staff with support from the English Leads.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium to include:

- working closely with our MAT partner schools to focus on SEN Provision, Safeguarding, Attendance, Maths and Writing.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration.

Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate. We will be working with a range of activity providers to provide additional opportunities and experiences for our pupils. The vast majority of pupils in Y4 and Y6 will attend a residential visit in the spring/ summer term.