

# Forefield Junior School



**PROUD TO BE FOREFIELD:**

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

## **Pupil Premium Statement 2024-25**

This statement details our school's use of pupil premium (and recovery 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.*

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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.

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

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

## School Overview

Detail	Data
Number of pupils in school	362
Proportion (%) of pupil premium eligible pupils	20%
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> )	2024-26
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Paul Swift HT
Pupil premium lead	Paul Swift PPG Lead
Governor / Trustee lead	Victoria Ellis-Jones

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£106,560
Additional funding – PLAC & Service.	£7,710 £3,740
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>£118,010</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.

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.

All 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.

**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.

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## Challenges

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

Challenge number	Detail of challenge
1	Observations, assessments and discussions with pupils and staff suggest that some of our disadvantaged pupils lack resilience, confidence and endurance creating a barrier to learning behaviours
2	We have observed, especially post-pandemic, that disadvantaged pupils are exhibiting social and emotional difficulties which must be addressed and supported before they are ready to learn
3	Observations, assessments and discussions with pupils and staff indicate that the PPG children entering Year 6 are working below the levels of non-disadvantaged pupils in all subjects – especially in reading and maths.
4	Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5	Observations and discussions with pupils and their families indicates that our disadvantaged pupils are less likely to access wider cultural experiences due to cost and perception.

## 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, test scores and homework completion	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

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To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>· qualitative data from student voice, student and parent surveys and teacher observations</li> <li>· a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> </ul>
To see an increase in reading speed (measured through fluency drills) which in turn impacts on the % of pupils working at ARE+ and an increase in arithmetic/Times Table knowledge	More pupils reading at the average reading speed for their age More pupils achieving higher scores on arithmetic & Times Table tests
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils	Sustained high attendance by 2025/26 demonstrated by: <ul style="list-style-type: none"> <li>· 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 by 5%.</li> </ul>

## 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: £ 78,000

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	1 and 3

	smaller class sizes in primary schools can have a greater positive impact on disadvantaged pupils than their peers	
Continue to fund a Learning Mentor to offer support to pupils and their families	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	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions   Teaching and Learning Toolkit   EEF	1 and 2
Provide CPD opportunities for staff linked to key priorities of SIP	As Above	3
Provide further training for 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_Emotional_Learning in Primary Schools   EEF  We will continue to attend termly 'Inclusion Forum' training/workshops as these have proved valuable over recent years	2

#### Targeted academic support

Budgeted cost: £ 14,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identify pupils and provide 1:1 support through tuition before/after school.	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:	3 and 4

Teachers/TAs to work with primarily disadvantaged pupils to achieve ARE	<p>One to one tuition   Teaching and Learning Toolkit   EEF          And in small groups: Small group tuition   Teaching and Learning Toolkit   EEF</p> <p>As a school we have found face to face tuition with a known member of staff to be more effective than online tuition. In 2023 every pupil who received Maths tuition before school achieved the expected standard in KS2 SATs.</p>	3
Make full use of the 60 licenses for Lexia (reading support software package) to target pupils working below ARE in Years 3, 4 and 5 – timetable & staff weekly sessions	<p><a href="#">‘Improving Literacy in KS2’ guidance report</a>,</p> <p>There is a wealth of evidence which highlights the important role fluency plays in pupils’ reading development.</p> <p>Having used Lexia for several years we know that pupils who access regular provision make accelerated progress.</p>	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>	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): <a href="#">Improving_Social_and_Emotional_Learning in Primary Schools</a>   EEF	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	As above	1 and 2



therapeutic activities – eg provision of a calming fish tank		
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
Fund re-stocking the prize trolley and the book vending machine to reward excellent behaviour.	Behaviour programmes are more likely to have an impact on attainment outcomes if implemented at a whole-school level - EEF	1
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 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: £ 116,000** (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 2023

In the 2023 cohort of Year 6 pupils, PPG was 14% of the cohort (13 pupils)

85% achieved the expected standard in SPAG, with 15% awarded the higher score.

62% achieved the expected standard in Reading, with 8% awarded the higher score

85% of PPG children achieved the expected standard in maths, however, none were awarded the higher score

All of these results are higher than the published results for disadvantaged pupils nationally and in SPAG and maths, pupils at FJS achieved higher results than the national average for all pupils.

### Pupil Premium – SATs Results 2024

In the 2024 cohort of Year 6 pupils, PPG was much higher (24 pupils or 27%) and closer to the national average of 31%

71% achieved the expected standard in SPAG, with 25% awarded the higher score.

63% achieved the expected standard in Reading, with 25% awarded the higher score

54% of PPG children achieved the expected standard in maths, with 21% awarded the higher score

Whilst pleased with the increase in PPG pupils gaining higher scores, we will be focusing our attention on maths next year to address this area of concern.

The data demonstrates that the strategies deployed last year to narrow the gap between disadvantaged and non-disadvantaged pupils are having an effect, but in-line with the School Improvement Plan, we have further work to do.

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

Year Group	% of PPG Reading at ARE	% of PPG Writing at ARE	% of PPG Maths at ARE	Focus for 24-25
3	67%	61%	72%	Writing
4	57%	48%	52%	Writing
5	72%	56%	67%	Writing

As a result, we are working closely with our MAT partner schools to address 'writing' across the Trust, through regular network meetings, the use of comparative judgments to assess writing 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 Merseyside Fire Brigade, Everton In The Community and a range of activity providers to provide additional opportunities and experiences for our pupils.