

Pupil premium strategy statement – Wood Green Junior School

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.

School overview

Detail	Data
School Name	Wood Green Junior School
Number of pupils in school	337
Proportion (%) of pupil premium eligible pupils	131 38.87%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published (25-26)	
Date this statement was reviewed	10 th November 2025
Date on which it will be reviewed	
Statement authorised by	Carla Clarke
Pupil premium lead	Miss Jade Johnson
Governor / Trustee lead	Mrs Elesha Brannigan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198,465
Pupil premium (and recovery 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>	£198,465

Part A: Pupil premium strategy plan

Statement of intent

At Wood Green Junior school our intention is that all 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 disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We target the use of the Pupil premium Grant funding to ensure that our disadvantaged pupils receive the highest quality of education to enable them to become active, socially responsible citizens of the future. We recognise that disadvantage children can face a wide range of barriers which may impact their learning. Quality First Teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Wood Green Junior School objectives are to:

- Remove barriers to learning created by poverty, family circumstances and background
- Whole school approach in which staff take responsibility for disadvantaged pupils' outcomes
- Narrow the attainment gaps between disadvantaged pupils and their non disadvantaged counterparts both within school and nationally
- Ensure disadvantaged children are challenged in the work that they're set
- Act early to intervene at the point need is identified
- Enable pupils to look after their social and emotional wellbeing and to develop resilience
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

Our Context

Deprivation indices

The indices rank small areas in England from most deprived to least deprived. Areas closest to one fall within the most deprived 10% nationally and those closest to 10 fall within the least deprived 10% nationally.

7 Barriers to housing	3 Crime	4 Education and skills
3 Employment	2 Health and disability	3 Income

4 Index of multiple deprivation	1 Living environment	
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Achieving our objectives

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

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small groups and 1:1 interventions.
- Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences.
- Provide opportunities for all children to participate in enrichment activities including music and sport.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Provide opportunities to enrich children’s knowledge and experiences that are not apart of the national curriculum, including gardening and growing, radio podcasts and an opportunity to develop their own leadership skills.

This is not an exhaustive list and strategies will change and develop based on the needs of the individuals.

Challenges

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

Challenge number	Detail of challenge
1	Achieving expected standard in all 3 core subjects: Some of our disadvantaged pupils have weaknesses in specific subjects or areas of learning. Whilst they may achieve age-related expectations in one or two subjects at the end of key stage 2; these weaknesses prevent some of them from attaining at or above age-related expectations in reading, writing and maths combined.
2	Attendance and punctuality: Any missed days at school have a negative impact on a child’s learning. Where repeated absence and/or lateness are evident, children are missing significant chunks of the learning and good progress becomes increasingly unlikely.
3	Social, emotional and mental health: Children’s emotional resilience, abilities to self-regulate and attachment issues are an identified barrier to learning. Teacher-initiated and parental requests and referrals for

	SEMH support have markedly increased since the start of the coronavirus pandemic and the subsequent lockdown periods.
4	Parental Engagement: Where families have previously not had good experiences of relationships with schools, this can be a barrier to them working with us to help their child progress. Collaborative working between school and home is important for academic as well social and emotional progress.
5	Cultural Capital and experience: Pupils' experiences outside of school vary greatly. Many of these experiences shape who they are as people, their aspirations and their understanding of the world. This has a direct impact in the classroom. Those with a narrower range of experiences have less to draw on when learning about certain parts of the curriculum

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 improve rates of progress and close the attainment gap in Reading for disadvantaged pupils in cohorts 2025, 2026 and 2027.	<p>Whole school overview:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils. <p>At the end of each year group:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading. <p>Key Stage 2 SATs:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils in reading.
To improve rates of progress and close the attainment gap in Writing for disadvantaged pupils in cohorts 2025, 2026 and 2027.	<p>Whole school overview:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in writing. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils. <p>At the end of each year group:</p>

	<ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in writing. <p>Key Stage 2 SATs:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in writing. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils.
To improve rates of progress and close the attainment gap in Maths for disadvantaged pupils.	<p>Whole school overview:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in maths. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils. <p>At the end of each year group:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in maths <p>Year 4 multiplication check:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving a score of 19 or more correct answers within the Year 4 multiplication check. <p>Key Stage 2 SATs:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in maths. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils.
To improve rates of progress and close the attainment gap in Reading, Writing and Maths combined for disadvantaged pupils.	<p>Key stage 2 SATs:</p> <ul style="list-style-type: none"> • Increased percentage of disadvantaged pupils achieving at and above age-related expectations in reading, writing and maths combined. • Reduced gap between the attainment of disadvantaged and non-disadvantaged pupils.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils by enhancing their overall well-being and readiness to learn.	<ul style="list-style-type: none"> • To sustain high levels of wellbeing by using qualitative data from student voice and student and parent surveys. • Reduction in behavioural incidents as recorded in school logs. • Increased attendance rates among targeted pupils. • Enhances parental involvement and support for their child's emotional needs.

To enhance the quality of opportunities for all pupils	<ul style="list-style-type: none"> • To ensure all children accessed every area of the curriculum – creating learning and a thirst for knowledge. • Positive feedback from pupils regarding their motivation and engagement levels. • Increased participation in leadership opportunities within the school. • To ensure the gap between the disadvantaged pupils and their peers is closed.
To improve oral language skills and vocabulary among disadvantaged pupils	<ul style="list-style-type: none"> • Invest in training teachers to use effective oracy education techniques, based on findings from the Education Endowment Foundation that oracy can impact positively on attainment and wider outcomes. • Use structured one-to-one sessions focusing on language acquisition, particularly targeting vocabulary expansion, as supported by research indicating significant impacts on pupil outcomes.

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: £74,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead in post to provide strate	<p>The EEF highlights the importance of ensuring professional development effectively builds knowledge, motivates staff, develops teaching techniques and embeds practice.</p> <p>School evidence demonstrates that there is a need for strategic leadership and development for the Pupil Premium provision and professional development to further enhance opportunities for our disadvantaged pupils to close the gap.</p>	1, 2, 3, 4 and 5

<p>gic oversight and drive provision for disadvantaged. Organise structured interventions. Deployment of staff to target and close the gap. Provide targeted CPD to develop staff understanding.</p> <p>Tackling barriers to learning – attendance, safeguarding, appropriate provision</p>	<p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
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<p>on to meet needs.</p>		
<p>Reading support for teaching, parents and pupils Development of library books - increased challenge and variety Purchase of new books for extended borrowing. Purchase of 'RWI' – a baseline assessment and reading intervention programme that embe</p>	<p>EEF identifies good evidence for improving teaching quality through CPD. EEF indicates high impact for Reading comprehension strategies (+6 months). Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>

<p>ds syste matic synthe tic phonic s to help close the gaps in phone tical under standi ng. This is now fully embe dded within the curricu lum.</p>		
<p>Staff CPD match ed to individ ual and whole school develo pment . Utilisin g a range of trainin g includi ng the Nation al Colleg e online</p>	<p>EEF identifies good evidence for improving teaching quality through CPD. High quality staff CPD is essential to follow EEF principles. This is followed up during Professional Development meetings and INSET. The DfE Menu of Approaches identifies this as a key driver for high quality teaching.</p>	<p>1</p>

<p>webinar service, NPQ qualifications and external consultants.</p>		
<p>HLTA employed to release curriculum leaders</p>	<p>Continual improvement of the quality of the curriculum through lesson observations, book scrutiny and pupil voice. To lead effectively, Maths, English and Creative curriculum leads are released weekly. To lead effectively each Creative curriculum subject leads are released once a term.</p>	<p>1</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Fund Maths lead and teacher release time to embed key elements</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p>	<p>1</p>

<p>nts of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p>		
<p>Improve the quality of social and emotional learning.</p> <p>Social and emotional learning approaches will be embedded into routine educational practices and supported by</p>	<p>Implementation of JIGSAW programme embedded throughout 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).</p> <p>EEF indicated a moderate impact for social and emotional interventions (+4months).</p>	<p>3 and 4</p>

professional development and training for staff.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 79,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc Small groups phonics teaching Purchase Read, Write Inc resource</p> <p>Purchase Read, Write, Inc training for all staff and TA's to deliver RWI Fast track and Fresh start in addition to daily phonics lessons.</p>	<p>All staff trained in Read Write Inc phonics. Some children receive additional interventions where necessary. Improving Literacy (EEF, 2020) highlights pupils' need to access staff trained in implementing a systematic phonics programme.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1
<p>HLTAs, LSPs and LSAs deployed to work across the school to provide targeted interventions in core learning</p> <p>Fast Track Phonics Interventions Speech and Language Spelling Maths basic skills White Rose Maths</p>	<p>As indicated by the EEFs summary of recommendations, high quality, structured interventions should run alongside the core classroom teaching strategies to improve the English and mathematics capabilities of vulnerable learners. The deployment staff enables us to target the specific pupils who need additional support. Interventions to follow a format similar to school teaching as the EEF has indicated high impact.</p> <p>Diagnosis through focused pupil progress meetings, summative and formative assessment and SEND</p>	1, 3

<p>Reading comprehension basic skills</p> <p>Social Skills</p> <p>Booster intervention – pre teaching, precision teaching or bespoke small group and one-to-one interventions</p>	<p>provision mapping enables us to identify key pupils and match their difficulties to appropriate interventions</p> <p>Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)</p> <p>EEF indicates high impact for reading comprehension strategies (+6months)</p> <p>EEF indicated very high impact (+6months) for language interventions.</p> <p>EEF indicates a moderate impact (+4months) for social and emotional learning interventions.</p> <p>Increasing the time spent individually or in a small group with an adult increases the opportunities for immediate feedback. This complements other types of feedback but is important for rapid progress.</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Targeted Academic Support EEF</p> <p>Small Group Tuition EEF</p> <p>One-to-one tuition EEF</p> <p>Teaching Assistant Interventions EEF</p> <p>Behaviour Interventions EEF</p> <p>Metacognition and self regulation EEF</p> <p>Social and Emotional Learning EEF</p> <p>Phonics EEF</p> <p>Oral Language Interventions EEF</p> <p>Collaborative Learning Approaches EEF</p> <p>Parental Engagement EEF</p>	
<p>KS2 Deputy Head Teacher Intervention</p> <p>Small group intervention with targeted pupils groups based on ongoing assessment data throughout the year</p>	<p>EEF indicated moderate impact for small group tuition (+4months)</p> <p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided</p>	<p>1</p>

	<p>to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	
Learning Mentor	<p>With an additional increase in Social Services involvement, it is essential that we know our children and can spot triggers which will affect learning.</p> <p>EEF indicated a moderate impact for social and emotional interventions (+4 months)</p>	3
In schoolteacher intervention Teacher led small group interventions with targeted pupils	<p>Interventions follow a format similar to school teaching.</p> <p>EEF indicates high impact.</p> <p>EEF indicated moderate impact for small group tuition (+4months)</p>	1
Parental workshops or bespoke support delivered by school leaders or teaching staff	<p>EEF Teaching and Learning Toolkit states that parental engagement has moderate impact for very low cost.</p>	3 and 4

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

Budgeted cost: £ 44,465

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils with their learning, social and emotional	We acknowledge that before we can accelerate progress there are other barriers that we need to address, including attendance, social and emotional factors and early intervention family support EEF (+4months) Social and Emotional Learning – interventions which target social and emotional learning	2, 3 and 4

<p>behaviours by using the following: Learning Mentor Inclusion Manager role JIGSAW training JIGSAW resources</p>	<p>seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. Social and Emotional Learning interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include specialised programmes which are targeted at students with particular social or emotional needs.</p> <p>The Jigsaw PSHE curriculum supports children's understanding of others and their own needs and rights and contributes towards a positive school environment and this in turn improves pupil progress and attendance.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>The Importance of a Good Transition OneEducation</p>	
<p>Attendance Lead</p> <p><i>Attendance Officers</i></p> <p><i>Ensuring all identified pupil premium pupils with poor attendance have access to key staff.</i></p>	<p>One of the most effective ways that schools can improve achievement is by improving attendance. Even the very best teachers struggle to raise the standards of children who are not in school regularly. Schools that relentlessly pursue good attendance also get better overall attainment and behaviour. Without the opportunity to receive good teaching, every day, from the start of their school career, schools most deprived pupils are unlikely to narrow the gap with their peers. Department for Education 2012, Improving School Attendance</p> <p>Embedding principles of good practice as set out in the DFE's improving school attendance advice.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	2, 3 and 4
<p>Provide support for more vulnerable families and children. Quick signposting to appropriate support.</p>	<p>Develop more positive relationship between home and school. Increase parental awareness of school support. Parents empowered to engage more positively. Ensure that families/children receive rapid response for support. Learning Mentor and Inclusion Manager to work with parent/carers.</p> <p>Identify children with persistent absence. Children with poor attendance do not perform as well as children with good attendance.</p>	2, 3 and 4

<p>1X full time Learning Mentor</p> <p>Barriers to attending school are identified.</p> <p>Personal attendance plan completed with the family (access to breakfast club places, if required)</p>	<p>DfE (2021) states that improving school attendance is supported through the development of a plan (in which both parents and pupils have engaged in) and through tailored interventions.</p> <p>EEF states that parental engagement has moderate impact for very low cost</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
<p>Inclusion Manager Time</p>	<p>Children who have additional needs associated with Social, Emotion and Mental Health need extra support to ensure they can access the curriculum.</p> <p>Parental Engagement toolkit states that parental engagement has moderate impact for very low cost.</p>	<p>1, 2 and 4</p>
<p>Residential and other educational visits, transport costs and financial support</p>	<p>EEF indicated a moderate impact for social and emotional interventions (+4 months)</p> <p>Inclusion in whole class/school events to ensure no gaps in learning, a love of learning and that a lack of funding does not result in school visits not taking place- and inclusive curriculum</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3 and 5</p>
<p>Wider Curriculum opportunities</p> <p>ICT technician</p> <p>Community cohesion</p> <p>HLTA</p>	<p>Pupils have access to a wide range of activities within and beyond the curriculum experience to enhance their cultural capital.</p> <p>EEF indicated a moderate impact for social and emotional interventions (+4 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>3 and 5</p>

Residential trips APWG Radio Gardening and growing opportunities		
Allocating support to families who struggle with school trips, food poverty and events. Provide uniform and equipment where required.	EEF indicated a moderate impact for social and emotional interventions (+4months) Parental Engagement EEF. EEF Teaching and Learning Toolkit states that parental engagement has moderate impact for very low cost.	3, 4 and 5

Total budgeted cost: £198,465

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 2024 to 2025 academic year

Intended Outcome	Success criteria	Outcome
Progress and attainment in Reading	Achieve national average and above progress and attainment scores in KS2 Reading	Average scaled score disadvantaged 87.8% meeting the Expected standard or above in Reading at the end of KS2. 70% disadvantaged meeting the expected standard or above in Reading
Progress and attainment in Writing	Achieve national average and above progress and attainment scores in KS2 Writing	73.5% meeting the Expected standard or above in Writing at the end of KS2 70% disadvantaged meeting the Expected standard or above in Writing
Progress and attainment in Mathematics	Achieve national average and above progress and attainment scores in KS2 Maths	Average Scale Score disadvantaged 79.6% meeting the Expected Standard or above standard in Maths at the end of KS2. 67.5% disadvantaged meeting the expected standard or above in Maths
Progress and attainment in Grammar, Punctuation and Spelling	Achieve national average and above progress and attainment scores in KS2 GPS	Average Scale Score disadvantaged 77.6% meeting the Expected Standard or above standard in Grammar, Punctuation and Spelling at the end of KS2. 80% disadvantaged meeting the expected standard or above in Grammar, Punctuation and Spelling.

Progress and attainment in Combined Reading, Writing and Maths	Achieve national average and above progress and attainment scores in RWM Combined	69.4% meeting the Expected Standard or above in Combined Reading, Writing and Maths at the end of KS2. 47.5% disadvantaged meeting the expected standard or above in Combined Reading, Writing and Maths.
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Pupil Premium Attendance

Year 3	
Pupil Premium	92.47%
Not Pupil Premium	96.13%
Year 4	
Pupil Premium	93.81%
Not Pupil Premium	95.87%
Year 5	
Pupil Premium	92.67%
Not Pupil Premium	96.23%
Year 6	
Pupil Premium	92.43%
Not Pupil Premium	95.35%

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required to support pupil behaviour, wellbeing and mental health.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Read Write Inc	Ruth Miskin
The Write Stuff	Jane Considine
My Maths	Oxford University Press