



Pupil Premium Strategy Statement Academic Year 2025-2026

Burlington Junior School

This statement details our school's use of Pupil Premium Grant (PPG) and recovery premium for the 2025 to 2026 academic year to help improve the outcomes 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	Burlington Junior School
Total Number of pupils in school (True as of December 2025)	472
Proportion (%) of pupil premium eligible pupils	16.9% 80 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended by Education Endowment Foundation)	Year 1 of 3 (24-25) 3 years
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Governing body
Pupil premium lead	All year leaders
Governor lead	Mr Simon Gilmour

Funding overview

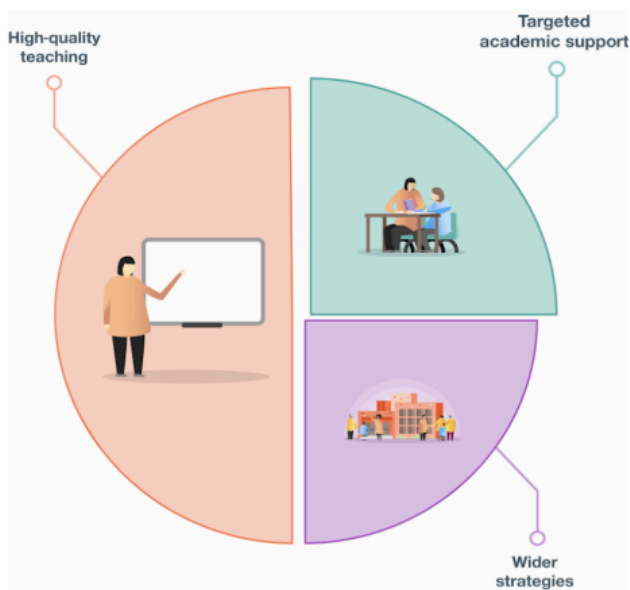
Detail	Amount
Pupil premium funding allocation this academic year 2025/26	£130 290
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£130 290

Statement of Intent

At Burlington Juniors we think inclusion first, and shape every action and reaction around what's best for our most disadvantaged pupils. In every instance we are highly ambitious and work tirelessly to help them make significant progress in all areas of the curriculum. Pupils in receipt of Pupil Premium will leave Burlington as future ready individuals, who are resilient and ready to face life's challenges.

Senior leadership, governors and class teachers carefully monitor the attainment and progress of our most vulnerable children and use this information to identify barriers in order to ensure support can be properly targeted. We believe all stakeholders should work in unison to achieve the very best outcomes for our most disadvantaged and

pride ourselves in working closely with our parent community, particularly those who are classed as 'hard to reach'.



The best available evidence indicates that great teaching (Quality First Teaching- QFT) is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Targeted academic support and wider strategies make up the rest of the support package available to all our children.

We support all children, but especially those in receipt of Pupil Premium funding. All those in receipt of funding benefit from the funding received, not just those who are underperforming. Through a carefully considered, research-led approach to spending, we aim to give our most disadvantaged children the advantage they need to flourish in life.

Challenges

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

Challenge number	Detail of challenge
1	Educational. Closing the progress and attainment gap in reading, writing and maths especially in Year 3 and 4 before the gap is closed further in UKS2.
2	Additional Needs. Some children in receipt of pupil premium grant also have special educational needs <i>and</i> are multilingual who may not speak English at home; these additional needs may make it more challenging for a child to reach their age related expectations, particularly in reading comprehension and writing.

3	Attendance. Although the difference between disadvantaged children and non attendance is narrow and better at BJS than national and local, attendance data show that there are certain vulnerable children who have persistent absences. This is already improving compared to last year, but needs careful monitoring and support.
4	Individual challenges and experiences. Housing, finance, tuition for selective schools/ general, family literacy and family anxieties. Different life experiences and opportunities to join in enrichment opportunities out of school, such as playing an instrument, swimming lessons, joining a library or playing for a football team.

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 outcomes for children in receipt of Pupil Premium Funding	Monitoring
Aim 1 - High Quality teaching Teaching is consistently good or better.	Monitoring through observations Evaluation of regular CPD Intervention observations and book looks Feedback from trips using pupil voice Monitoring in pupil progress meetings Systematic catch-up monitoring in interventions Pupil voice monitoring
Aim 2 - Targeted interventions Pupils are supported through interventions in all core subjects	
Aim 3 - Wider strategies Children benefit from a range of activities and experiences to broaden their experiences and curriculum	
<u>Evidence</u> EFF Report on the Impact of school closures on the attainment gap EFF Guide to Supporting School Planning: A Tiered Approach to 2020-21	

Intended outcome	Success criteria
Teacher's confidence and skills in supporting children with multiple learning challenges through Quality First Teaching strengthened and guided by research.	Participation in lessons, conferencing and books. Culture being built in the school is Pupil Premium front and centre. If we are supporting the most vulnerable, then we are also providing for all. Teachers have high expectations.

<p>Children in receipt of PPG have similar external enrichment experiences to others.</p> <p>The school has created opportunities to enrich the experiences of children in receipt of PPG.</p>	<p>PP register of extra-curricular activities shows the majority of children are participating.</p> <p>Before/ after school care and emotional literacy support assistant/ nurture activities are offered and utilised.</p> <p>Pupil voice used to capture feedback and improve the offer.</p>
<p>Children in receipt of pupil premium funding read widely and regularly and are able to answer (both orally and written) test style comprehension questions.</p>	<p>Reading gap decreased to 0% by the end of KS2.</p>
<p>Children in receipt of PPG are able to write coherently and in line with age related expectations. Children experiencing other barriers to writing such as SEND and multilingual learners are supported.</p>	<p>Writing gap decreased to 0% by the end of KS2 .</p> <p>Multilingual children or those experiencing SEND are supported through interventions and scaffolding in class to develop their writing.</p>
<p>Children in receipt of PPG attendance/ punctuality gap for the lowest 20% decreased.</p>	<p>Pupil premium/ non attendance gap is within 1-1.5%.</p>
<p>Interventions (targeted and wider support) show an improvement in focus areas; QFT builds on this in class.</p> <p>Targeted interventions (early morning or after school) are planned so they don't narrow the curriculum; those in receipt of PPG receive a broad and balanced curriculum.</p>	<p>Book looks show the same coverage for all groups. Greater adult support and encouragement visible.</p> <p>Provision mapper keeps a log of costs and impact/ outcomes which are reviewed termly.</p> <p>End of year data demonstrates the impact of interventions.</p>
<p>Parents of children in receipt of PPG attend school events (parents' evening, fair, open mornings and class assemblies)</p> <p>Class teachers personally invite parents to particular events to enhance home- school relationships (stickers, phone calls or face to face conversations).</p>	<p>PP reviews capture parent attendance and show 100% are attending key events such as parents' evening and MANGO/FUDGE open mornings.</p>
<p>Children have a strong understanding of how they learn and are able to draw on a range of metacognitive strategies.</p>	<p>Pupil voice shows that children have an increased awareness of metacognitive strategies and use these to support their learning.</p>
<p>High-quality teaching and interventions provide opportunities for pupils to develop their oracy.</p>	<p>Pupil voice and lesson observations show that all children are engaged in talk in the classroom.</p>
<p>Each academic year, two under-achieving children (per class) entitled to PPG have a Passport on Provision Mapper which shares their needs (both academic and social/ emotional).</p>	<p>Key information from staff who have a strong knowledge of the child is clear and leads to targeted support in the classroom (and shared with new staff during handovers) to support pupil progress.</p> <p>Meetings with the parents of those children once a term to share progress.</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.

High-Quality Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued Professional Development for all teachers to ensure quality first teaching.	Education Endowment Foundation research	1, 2, 4
Curriculum leader to support subject leaders and monitor the implementation of the curriculum.	Education Endowment Foundation	1, 2, 4
Embedding and focussing on metacognitive and self-regulatory strategies to support learning.	EEF research shows +7 months progress / year.	1,2
Year leaders are given time to monitor and evaluate strategies.	Education Endowment Foundation	1, 2, 3, 4
Engage families in school events linked to teaching and learning to support home learning.	EEF shows + 4months impact.	1, 2, 3
Oracy focus on developing talk partners and strategies in lessons.	EEF +6 months Vocabulary and reading research Hart and Risley (2003) found that children from lower socio-economic households have a word gap compared to those who live in professional households.	1, 2, 4

Targeted academic support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to invest in CPD for teaching assistants to assist in delivering quality first teaching in the classroom and supporting targeted academic support. Training teaching assistants to support small groups of high needs together.	Education Endowment Foundation:	1, 2
Small group interventions for those in need of additional support (including oral and written language skills)	Dr Gill Johnson (an independent researcher, published author and freelance writer). Education Endowment Foundation: Impact + 5 months	1, 2, 3, 4
Teacher- led conferencing time (1:1 individual instruction or small groups) during non curriculum time.	Education Endowment Foundation: Impact of +5 months This support can include the pre teaching of necessary vocabulary and concepts as well as consolidation of any areas of learning.	1, 2, 4
Homework and reading support during lunchtimes.	Education Endowment Foundation Impact + 5 months Provide homework club to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Children receive additional reading support from the class TA or Teacher.	1, 2, 4

Wider strategies

Activity	Evidence that supports this approach	Challenge number(s) addressed
To advocate for our most vulnerable children to help improve ambition and self belief.	Staff members are aware of children who are in receipt of PPG within their class. Staff members will work to engage children and their parents as partners in a positive, learning-focused school community. We continually explore effective ways of meeting children's needs through engagement and listening. We aim to proactively support, raise aspirations and empower children. As a whole school team we are	1,2,4

	<p>advocates of all children in order to improve outcomes for our children.</p> <p>This will include regular check-ins and sharing of information with parents of children in receipt of PPG.</p>	
<p>Family Support Officer to work closely with our disadvantaged families (including inviting families to specific school events)</p>	<p>Education Endowment Foundation: Parental Engagement impact + 4 months.</p>	1, 2, 4
<p>Emotional literacy support assistant/behaviour support/lunchtime play provision. 4 ELSA staff trained.</p>	<p>Education Endowment Foundation: Impact + 4 months.</p>	2, 3
<p>Behaviour/ self regulation strategies employed. All staff trained to support a wide variety of needs, including attachment.</p>	<p>Education Endowment Foundation: Pupil behaviour has multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	1, 2, 4
<p>Provide high quality reading resources.</p>	<p>Direct vulnerable children to high quality texts that they can read both in school and out of school. The library, with a wide range of high quality texts, helps to promote a love of reading and help children to access a broad range of literature.</p>	1, 4
<p>Provide financial support for trips and participation in extracurricular activities.</p>	<p>Cultural Learning Alliance: Evidence suggests that the cultural capital passed on through families helps children do better in school.</p>	4
<p>Funded uniform and Physical Education kit.</p>	<p>Education Endowment Foundation: By subsidising the cost of uniform, it reduces stigmatisation and enables disadvantaged pupils to have the same experiences as their peers.</p>	4
<p>Technology support- All children have access to a school device if needed (Chromebooks) to support access to homework.</p>	<p>Sir Kevan Collins, chief executive of the Education Endowment Foundation, said:</p> <p>The pupils we teach do not know a life without it (technology). The opportunities it offers us to improve education are truly exciting.</p>	1, 2, 4
<p>Opal Play Making sure that the play activities do not exclude children in any way.</p>	<p>Play helps children to develop more social skills, challenge themselves and self-regulate.</p> <p>https://outdoorplayandlearning.org.uk/wp-content/uploads/2021/10/The-Case-For-Play-In-Schools-web-1-1.pdf</p>	2, 4

	https://outdoorplayandlearning.org.uk/research-and-evidence/	
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Part B: Review of outcomes in the previous academic year

Pupil Premium Evaluation 2024-2025

Introduction

There is a shared understanding of the ambitions and principles that underpin the strategy for addressing disadvantage. Every key stakeholder, at every level (staff and governors) has been made aware of the strategy and the school's drive to put pupil premium first. They are aware of the challenges faced by disadvantaged pupils and have been overwhelmingly supportive in addressing these. Using research informed methods, the school has implemented significant improvements to quality first teaching, targeted academic support and wider support.

The role of pupil premium champions is now included in all the year leader roles and is also part of performance management for all staff.

High quality teaching.

Assessment

Regular monitoring and evaluation of interventions help to close the achievement gaps. Conferencing and 1:1 support for children experiencing PPG has helped to close the progress gaps. However, PPG children need to be making more progress than other pupils to close the attainment gap.

See our latest results including those for children experiencing PPG by clicking on the link below.

<https://www.burlingtonj.kingston.sch.uk/attachments/download.asp?file=5576&type=pdf>

The pupil premium grant is funding to improve education outcomes for disadvantaged pupils in state funded schools in England.					
Pupil Premium only - based on 25 pupils					
	Reading	Writing	SPAG	Maths	RWM
Expected (School)	68%	68%	60%	76%	64%
Greater Depth (School)	60%	58%	59%	59%	44%

Attendance

	2024-2025
Whole School	96.86%
Children in receipt of Pupil Premium Funding	94.07%
Children in receipt of Free School Meals	94.07%

The family liaison worker has continued to embed her awareness and support of the families in the school. This feeds into monthly meetings where attendance is discussed and strategies shared with the senior team to improve the attendance.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required, which can also support attendance (as outlined in the strategy). The whole school use of emotion coaching and zones of regulation are effective in supporting pupil wellbeing, enabling them to regulate and return to class.

Quality First Teaching

Throughout the year, monitoring of pupils' learning through book looks, lesson observations and pupil voice has found that vulnerable groups are offered effective scaffolding and feedback in every lesson. This has been noted during SIP visits. They are supported and extended with an ambitious, inspiring and accessible curriculum offer. More information on this can be found on our school development plan.

Performance management has been used successfully to focus on the needs of children in receipt of pupil premium. This has enabled collaborative discussions to take place and interventions to be implemented.

Monitoring showed a need to develop metacognition strategies and awareness in the school. Through collaboration and in line with research, a set of school metacognitive strategies has been developed that will be a focus throughout the next academic year. The aim is that this leads to children developing their own strategies and having an awareness of how they best learn. It will be a key part of the strategy across the next three years. How well this is embedded and its impact will be monitored through pupil voice and lesson observations.

Research has highlighted the importance of developing oral language and oracy across the school and within the curriculum. This is now part of our staff CPD offer and will continue to be developed over the next three years.

Targeted Academic Support

The school has used funding to support targeted interventions before and during school. Registers are kept by support staff running the interventions and children who are unable to attend or do not attend are targeted additionally to ensure they are still receiving the support. Staff also focus on conferencing to address any gaps in learning throughout the school week.

Support staff have been involved in a number of training sessions. This has included zones of regulation, ADHD Embrace, reading fluency, comprehension, phonics, positive handling and de escalation strategies, autism support, social skills, Read, Write Inc, pre teaching vocabulary and FLASH academy.

Interventions and individual targets continue to be closely monitored on a regular basis through Provision Mapper. We have identified the children that are most likely to fall behind and ensure that vocabulary, pre teaching, reading and maths fluency support are all in place to enable access and for them to keep up with their more affluent counterparts. Staff are acutely aware of the needs in their classes and also children who may have multiple barriers. All adults teaching in classes are made aware of the specific needs to ensure effective support across all lessons.

Wider Strategies

We monitor the attendance of PPG pupils in extra-curricular clubs. All pupils in receipt of PPG were offered an after-school club for at least one term in the last academic year. There is a breakdown showing which clubs were accessed.

Teachers identify children to invite to choir and orchestra on a subsidised basis to build on and develop talent and passion. Choir participate in multiple public events throughout the year to build self-esteem, confidence and offer experience of performance.

We enabled all children in receipt of PPG who wanted to attend the Y6 residential to go. All children participated in their class school trips in the last academic year.

Externally provided programmes

The following details non-DfE programmes that we have used in school in the previous academic year.

Programme	Provider
1:1 reading programme	Beanstalk
Mathletics	3P Learning
TT Rockstars	Maths Circle LTD
CPOMS	CPOMS Systems Limited
Provision Mapper	Edukey Education Ltd
Widget	widgetsoftware.com
Flash Academy	flashacademy.com