

Pupil premium strategy statement- September 2026

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Wirksworth Junior School
Number of pupils in school	60
Proportion (%) of pupil premium eligible pupils	16 pupils 27%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2026-2027 2027-2028 2028-2029
Date this statement was published	September 2026
Date on which it will be reviewed	September 2026- completed September 2027 September 2028
Statement authorised by	Chair of Governor Wilma Hyde
Pupil Premium Lead	Isabel Webb
Governor	Wilma Hyde

Funding overview

Detail	Amount
Pupil Premium Funding Allocation This Academic Year	£24800
Recovery premium funding allocation this academic year	£0000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0000
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£24800

Part A: Pupil Premium Strategy Plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

Pupil premium is **funding to improve education outcomes for disadvantaged pupils in schools** in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils.

At Wirksworth Junior School, we aim to address the disadvantages that pupils may face, embedding a school-wide change, fundamentally thinking and acting differently when addressing the link between household income and educational achievement. Each pupil premium child in our school will be seen as an individual and we will seek to produce support that is bespoke to them as a person. Building relationships, being inclusive and having effective communication with pupils and their families to address these barriers is the ethos behind our strategy and these will be the driving forces to create change and improvements in the lives of the most vulnerable children in our school.

Research by Marc Rowland has discovered four core elements upon which we will build our strategy:

Relationships.

Metacognition and self-regulated learning.

Social, emotional and mental health (SEMH).

Language development and comprehension.

We aim to address all aspects of inequality and use these core elements to build our Pupil Premium Strategy on.

Our objectives for the children in receipt of pupil premium funding are that they leave Wirksworth Juniors being able to:

- feel safe and know how to communicate vocally to others when they are not, know what to do about this;*
- read fluently;*
- are confident in their ability;*
- can confidently communicate with their peers, adults and large groups, and are culturally enriched.*
- enjoy conversations about art, literature, politics, music, history, or any other culturally significant topic, and show curiosity in the world around them.*
- have an increasing vocabulary to make links across subjects and vocalise their thoughts, and know how to research and follow independent study into their own areas of interest.*
- have met their true potential.*

How does your current pupil premium strategy plan work towards achieving those objectives?

With relationships at the core of this strategy, we will ensure all pupils in receipt of pupil premium funding and their parents have a person in the school with whom they can: communicate, share worries and successes with and build a relationship to work with in school. These are the seldom-heard families that we want to hear. All staff in the school, work tirelessly to develop lines of communication, offering help or signposting to other agencies where needed.

A healthy mental lifestyle is promoted through regular exercise in school, outdoor adventurous activities, sailing and our forest school provision. Our school offers provision to support mental health at school and at home through our PSHE curriculum, nurture and our school's Family Support Worker. Financial support can be accessed so pupil premiums have the opportunities of the enriching experiences and ensure the children have equal access to develop their cultural capital and widen their aspirations.

The curriculum intent is based around high-quality books to not only develop a love of reading but also support the cultural enrichment that they may not receive at home. The curriculum is based around rich philosophical questioning to encourage an enquiring mind, and the children are encouraged to discuss with others their thoughts. The curriculum has been meticulously designed to develop cultural capital and widen pupils' aspirations, having mutual respect for others in and out of school. Teachers make links across subjects to make the learning meaningful and understandable.

Teachers scaffold up the work to allow the SEND pupils to access the end of year outcomes for all pupils, not limiting the results which pupils can achieve. Targeted interventions are provided after assessments with clear entry and exit points, with a focus on pre-teaching to build confidence and ensure the development of long-term memories.

Time is given to discuss with them how they learn and they are taught specifically in class metacognitive strategies to enable them to become an independent learner.

Teachers are trained in what good pedagogy is and how to model, explain, scaffold resources to, and have well-planned questioning, which allows feedback to design around the pupils' needs.

What are the key principles of your strategy plan?

Equality.
Respectfulness.
Positive Relationships.
Open Communication.
High-quality Teaching and Learning.
Caring culture.
Creativity.
Curiosity.
High expectations – Every moment counts.

Challenges

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

Challenge number	Details of the challenge
1	2025-2026- Pupils with FSM had below attendance than national average (92.3%) and pupils who are categories as FSM and with SEND have (90.7%)
2	50% of pupil premiums are SEND.
3	38% of pupil premium children received Early Help support in the past year, due to being on the ACES scale.
4	14% of pupil premiums are achieving Greater Depth in either R/W/M from KS1/EYFS outcomes. In Y6 SATS 2025, we had one child achieving greater depth in R/W or M
5	Pupil premium attainment in reading is lower than that of non-pupil premiums.
6	Pupil premium attainment in maths is lower than that of non-pupil premiums.
7	Pupil premium attainment in writing is lower than that of non-pupil premiums.
8	Many pupils do not have an opportunity to develop cultural capital, and have limited opportunities to visit places outside of Derbyshire, due to financial hardship or aspirations.
9	Many families experience financial hardship, which in turn leads to poor nutrition.
10.	50% of pupil premium are not engaged in home learning (reading, practising spelling and multiplication facts, and completing homework regularly).
11.	Pupil premiums do not have the metacognitive skills to work independently at school and at home.
12.	14% of pupil premiums' parents did not attend the optional parents' evening in April 2026 0% have not attended parents' evening in the last year.
13.	50% of pupil premiums parents have known mental health issues (anxiety or depression)
14.	13% of pupil premiums have SEMH needs that need to be managed by behaviour plans. 8 out of 10 suspensions were with children receiving pupil premium funding in 2025-2026. (80%)

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 attendance in pupil premiums to be in line with national levels and non-pupil premiums. Challenge: 1,5,6,7	- Overall pupil premium attendance is improving compared to national- see attendance data from the DFE. We are now in the top 40-50% of schools- (92.3%) <u>Continue the following as current success seen in 23/24/25/26.</u> - Those whose attendance is below have been given support to show improvement in attendance over a monitored period of time. - Penalty fines are used when attendance has not improved after a period of support has been given. - Pupil voice is gathered with pupils being given small group sessions, daily 1:1 where needed, which is improving their engagement and attendance in school. - Continue the attendance meetings with teachers and the Inclusion support advisor from Derbyshire County Council.
SEND pupils are making more than expected progress and are not held back by low aspirations and expectations for them. Challenge:2,5,6,7	- Aspirational targets have been set for the SEND pupils. - Scaffolded support is used in all lessons to enable all SEND pupils to achieve their targets, and where not, interventions are put in place. - Teachers and teaching assistants' questions ensure pupils are working independently, and they are rephrasing answers and reasoning about their answers, by using because. For September 2026- Reviewing of current use of retrieval support and offer more pedagogical practice to scaffold children's recall.
Early help supports pupils' social skills in school, and pupils are more resilient to cope with changes. Pupils can label and convey their emotions and, in turn, can self-regulate positively. Challenge:14	- SEMH interventions are tightly monitored through the use of the Boxall profile online, and progress can be seen in these areas. - Identify areas to target support that are clearly identified and interventions are matched to these needs. <u>Refine and continue the following due to success and review of practice in 2023/24/25.</u> - Teachers and teaching assistants are providing children with the vocabulary associated with emotions, and children can now self-regulate behaviours by using the vocabulary. - Teachers and children know the vocabulary for the four zones of regulation, which is displayed in the classroom and is referred to, to support pupils in receipt of pupil premium funding in self-regulation. - Staff member trained as a mental health lead across and is supporting pupils with mental health needs to help regulate emotions. - Midday supervisors trained in emotional coaching to support pupils in unstructured times. Ongoing support through the

	Inclusion Support Advisory Teacher from Derbyshire County Council. • For September 26, we are moving to the Autism Progression framework to monitor impact of interventions and targeted support impacts.
Pupil premiums are contributing to lessons verbally and feel confident to share their thoughts in all lessons. Challenge: 4,5,6,7	• A clear planned sequence of oracy lessons is followed by teachers to ensure high expectations of pupils' verbal answers, supporting writing. <u>Change in the provision slightly with an emphasis on higher expectations and retrieval to meet this objective</u> • Standardised scores in reading and maths have increased across the year group and have reduced the gap with non-pupil premiums. • Pupils in receipt of pupil premium funding are contributing during think: pair: share activities, however many are reluctant to share their thoughts in monitoring exercise. • Teachers are using strategies such as say it again better, time is given to think, and open questions are offered to learners and children are speaking more. • Teachers give pupils an opportunity to share their thoughts on discussions through actions as well as speaking. • Teachers are not consistently having high expectations of oral answers using say it again better and references to knowledge organisers and key vocabulary on display or in books. This needs to be reinforced for September 2026 • Teachers and teaching assistants are using open-ended questions to stretch and support learners in all lessons. • SIP Area focus on retrieval strategies to support verbal recall.
Pupil premiums are making accelerated progress in reading, writing and maths. Challenge: 4,5,6,7,11	• A clear planned sequence of oracy lessons is followed by teachers to ensure high expectations of pupils' verbal answers supporting reading, writing and maths. <u>Continue the following due to successes seen in 2025/2026.</u> • Phonics books are matched to the needs of the children. • Teachers trained in the new <i>Little Wandle synthetic phonics</i> program and are confident in teaching phonics. • Phonics teaching is good in all classes. • Key vocabulary is mapped across the school and pupils in receipt of pupil premium funding are beginning to use this. • All pupil premiums have met their target levels in reading, writing and maths, and if not, interventions have been put in place. • We have an oracy policy/toolkit which children are aware of displayed in their classrooms. • We have introduced more engaging oracy lessons- such as poetry competitions. • We offer free attendance at multiplication clubs from 8:30-8:40 for year 3 and 4 pupils.

Parents are engaged in their pupils' learning despite barriers. Challenge: 8,10,12,13	• All staff value the importance of co-production with the home and are using vocabulary which supports working together and focusing on resolution to improve the outcomes of the child. • The policy is supporting improvement in pupil premiums attendance now 92.3% <u>Continue the following due to success in 2023/24/25/26.</u> • Pupil premium parental engagement is monitored, and non-engagement is proactively investigated for reasons why and changes made, resulting in more attendance and participation in school events, parents' evenings, and workshops. • School investigates the barriers/reasons why children invited to free clubs are not attending. • Pupil Premium parents who have struggles which are impacting on their child's behaviour and education in school are offered support from our Attendance Officer or School Family Support Worker to signpost to financial support, mental health support groups or other agencies. • School uses incentives for pupils in receipt of pupil premium funding to attend regularly, parental engagement has improved at parents' evening. • School is building stronger links with home as we are leading parenting meetings with the Derbyshire Partnership Voice. • Parents survey shows positive responses about SEND offer.
Pupils in receipt of pupil premium funding are to be given equal access to cultural experiences. Challenge: 9	• All staff value the importance of co-production with home and are ensuring conversations are had privately and respectfully with parents to discuss if financial, emotional and mental barriers are preventing their child from attending and how these can be overcome. • We monitor the attendance at extra curriculum activities and engage with parents why non-attendance and support to overcome anxieties. • Engagement model allowed pupil premium children to attend outdoor adventurous activities in school time which they normally would not participate in. <u>Continue the following due to success in 2023/24/25/26.</u> • Pupils in receipt of pupil premium funding receive funding for trips. • Finance is not a barrier for pupils in receipt of pupil premium funding attending trips. • Children are accessing forest schools and experiences such as outdoor education from the inclusion team- Engagement Model.

Activity in this academic year 2026-2027

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: £ 2437.50

Activity	Evidence that supports this approach	Challenge number(s) addressed and reviewed
Phonics systematic diagnostic testing and improving teachers' understanding of phonics. Leadership time to monitor the impact of phonics and maths interventions Release time for assessment and training £2437.50	<u>Phonics -EEF research +5 months</u> High-quality assessment and diagnosis should be used to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support. Diagnostic assessment can be used to inform professional judgement about the best next steps. Diagnostic assessment makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well. A range of diagnostic assessments is available, and staff should be trained to use and interpret these effectively. This approach can be used for high- and low-attaining pupils and for whole-class and targeted interventions. <i>Where phonics is delivered as an intervention targeted at specific pupils, regular sessions (up to four times a week), of 30 minutes or so over a period of up to 12 weeks appear to be the most successful framework</i>	2, 5, 6, and 7

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

Budgeted cost: £21391.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured support for pupil premiums led by a trained teaching assistant in Xtables and greater depth questioning for the Y6 pupils £2796	<u>EEF targeted interventions + 4 months</u> Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low	2,4,5,6 and 7

Educational Psychologist involvement to support targeted interventions for the SEND pupil premiums £900 Maths and Reading papers were purchased to identify gaps in learning. £1512.00	prior attainment or at risk of falling behind. The approach allows the teaching assistant to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching, which can support pupils to overcome barriers to learning and increase their access to the curriculum. Small group tuition may be delivered by teachers, trained teaching assistants, academic mentors or tutors. Interventions are typically delivered over an extended period, often over the course several weeks or terms, to a small group of between two to five pupils.	
Structure phonics interventions using diagnostic testing and led by experienced teachers. £12187.50 5 hours a week	<u>EEF research phonics + 5 months</u> Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease. Nevertheless, it is likely that a small number of pupils will require additional support. There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to use accurate diagnosis of capabilities and difficulties to match pupils to appropriate interventions.	2,4 and 5
Nurture/Lego therapy. To work on bespoke targeted interventions focusing on social and emotional learning. Twice a week (SEL) £3995.55	<u>EEF research targeted interventions + 4 months</u> Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1, 3, 13 and 14

Multiplication early morning club. Daily. Supporting pupils' access to maths homework in a quiet environment £00- cost above	<u>EEF – homework +5 months</u> Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision. Broader evidence suggests that homework should not be used as a punishment or penalty for poor performance. <u>EEF -parental engagement +4 months</u> <u>EEF – targeted interventions + 4 months</u>	8 and 10
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer £2397.33	In the past, support from the Attendance Officer has ensured improved attendance for pupils she has worked with.	1, 3 and 9
Family support Worker to build stronger relationships with the school £4833	Children who work with the family support worker have improved attendance, well-being and communication with the school. EEF research	1, 3, 9 and 11
Extra support at dinner time to support behaviour-midday supervisor. £00 (£11700 Covered through the sports funding)	Targeted approaches that are tailored to pupils' needs, such as regular report cards or functional behaviour assessments, may be appropriate where pupils are struggling with behaviour. Extra dinner time staff will allow us to run a nurture session during dinnertime (EEF research on behaviour)	14
Cultural experiences-supporting families so pupils can attend trips, such as sailing and music lessons. £1000	Giving pupils access to cultural experiences will mean pupils will get access to similar experiences to those of non-pupil premium children.	8 and 9

Total budgeted cost: £32,058.55

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 2025 to 2026 academic year.

Successes and next steps

- In Y3, expected progress has been seen in maths for pupil premium children; it was just below for reading and writing. Experienced staff will be teaching and will address the gaps in learning.
 - In Y4, expected progress has been seen in reading. Progress in writing and maths was below expected. We plan to accelerate progress in maths through the SIP and steps mentioned above. (2 pupils)
 - In Y5, below expected progress has been seen in reading, writing and maths for pupil premium children. We plan to accelerate progress in maths through the SIP and steps mentioned above. (3 pupils)
 - In Y6, more than expected progress has been seen in reading, writing and maths.
 - **SIP Area 1:** Improve the consistent use of Retrieval Practice across the curriculum, with an enhanced focus on mathematics to improve outcomes for all pupils. Improving the maths standardised scores to be more closely aligned with national averages. (Year 6 - 102, Year 5-103, Year 4- 102, Year 3- 102.)
 - **SIP Area 2:** Improve transcription skills across the school so that all pupils can record their learning accurately, fluently and independently, enabling them to achieve their full potential in writing and across the wider curriculum. (SPAG targets SATS 73%, 27% greater depth, spelling scores across the school improved from previous end of year.)
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- Of the pupil premiums with behavioural struggles, Lego therapy had impacted positively on the following areas: participating constructively, self-esteem, sharing, and confidence building. ***This will be continued next year.***
 - Staff trained on oracy and having high expectations of responses from children. They are using sentence stems to scaffold their speech. We have an oracy framework which we are following and talk tactics in the classroom to reinforce retrieval ***This will be continued next year.***
 - TAs trained in phonics and are leading 1:1 sessions, and progress can be seen in the children's phonics confidence and phonics recall.
 - Behaviour support has supported pupils with SEMH needs and this has been seen in Boxall profile scores. ***This will be continued next year but we will use the Autism Progression framework instead of Boxall Profile.***
 - TT Rockstar club is being lead and 2 pupil premiums were attending regularly. This is advertised 1:1 in parents' evenings to encourage more attendance. Pupils who attended the club had higher Year 4 X-tables test scores than those who did not attend. ***This will be continued next year.***
 - All pupil premiums have been offered places at the wraparound care; five pupil premiums took up this offer. ***Next year we will target individuals for fulltime attendance to support attendance and sports engagement for their mental health.***

- The Attendance Officer is working with four children who received pupil premium funding and is making small steps to change attitudes to school and attendance/lateness. Attendance for these is being monitored tightly, and small changes have been seen this year, which will be **monitored again in the coming year.**
- Family support worker is currently working with 4 pupil premium children last year, and positive steps have been seen at home and in school. **This will be continued next year.**
- Extra midday support and structured play have been provided to support social interactions. We have also led Nurture in school to help remind children of the social skills they are learning about in the classroom, to reinforce these on the playground. All pupil premium children have received some support bespoke to their needs. **This will be continued next year with the new Year 3 pupils.**
- Sensory manipulatives are being used on the playground and in the classroom to support managing behaviour. **This will continue next year.**
- One-page profiles have been created to support the neurodiverse children who see the world differently, which has resulted in children regulating their emotions and feeling happier in school. **This will be continued next year.**
- The Attendance officer giving 1:1 support for some parents on getting their child into school. Good relationships are being built. **This will be continued next year.**
- Four pupils in receipt of pupil premium funded have been given funding to access enrichment activities. **This will be offered next year to children if it is beneficial to their needs.**
- Four children in receipt of pupil premium funding have been supported with payment for the Whitehall residential trip. 2 children did not attend the trip, of whom 2 were pupil premium; finance was not a barrier to them not attending. 2 children were supported to attend the sailing in the summer term for year 6. **Next year, we will continue to support financially but also support pupils and parents with the reasons why children are not attending, and overcoming the barriers together.**
- Pupil Premium showed improvements in the gaps in their learning because of maths, phonics and writing interventions, targeted to the needs of the children. Teachers are using the NRIC small steps and intervention program to support gaps in pupil premiums' learning. **This will be continued next year.**
- Pupil premiums' cultural capital continued to be improved; aspirations were widened, and a love of learning was developed through the development of the bespoke curriculum with philosophical questioning and financial support was given for children to go sailing and attend adventurous activities, residentials and music lessons. **This will be continued next year.**
- Those that worked with the Family Support Worker had improvements in family life, which improved the pupils' wellbeing and safety. (Evidence can be seen on My Concern) to develop this further, use Boxall profiles to show improvements from support offered from the family support worker, or Early Help Worker. **This will be continued next year.**
- Pupil premiums who have had support from the attendance officer have seen improvements in attendance and lateness to school. Pupil voice has shown improvements in their mental health and well-being, and to write a child-friendly attendance policy. **This will be continued next year, with the policy reviewed.**
- Intensive Support Advisory Teacher and Educational Psychologist reports supported the SENDCo and teachers to write bespoke actions to improve pupils' wellbeing and learning across the school. Success can be seen in Individual Education Plans and in My Concern behavioural concerns and chronologies. **This will be continued next year.**

- The pupil premium review has resulted in a tighter attendance policy, which is supporting children in coming to school on time and improving attendance. New strategies have been put in place to improve the profile of attendance with children and parents, such as: the weekly attendance board in school and on Class Dojo, attendance report on the newsletter, termly personalised attendance reports sent home via email and an information letter on attendance and how parents can improve this and be supported in school. ***This will be continued next year.***
- Pupils' sense of belonging and regulating their emotions has improved because of the use of restorative practice, emotional coaching and learning about anxiety and how to manage this. Attendance has improved for pupil premium children, and we are above national results. We have increased our rankings compared to national to be in the top 40-50% of schools. Pupil premium attendance still remains below non-pupil premium attendance; therefore, we plan next year ***to continue the actions we are taking and support by offering free wraparound care for individuals to support arriving to school on time and attendance.***

Progress across the year.

Year 6

- Maths July 25 Average SS 97 and SATS end of year July 26 -SS 95
- Reading July 23 Average SS 104 and SATS end of year July 26 -SS 102
- Progress scores: 4.14 Writing over the year- expected is normally 3.

Year 5- (3 pupils)

- Maths: July 25 Average SS 97 - end of year July 26 -SS 88
- Reading: July 25 Average SS 99 - end of year July 26 -SS 101
- Progress scores: 2.00 Writing over the year- expected is normally 3.

Year 4 (2 pupils)

- Maths: July 25 Average SS 93- end of year July 26 -SS 87
- Reading: July 25 Average SS 107- end of year July 26 -SS 98
- Progress scores: 2.00 Writing over the year- expected is normally 3.

Year 3 (8 pupils)

- Maths: July 25 Average SS 87- end of July 26 -SS 82
- Reading: July 25 Average SS 87- end of July 26 -SS 88
- Progress: scores- 2.38 Writing over the year- expected is normally 3.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
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N/A	N/A

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A