

Pupil premium strategy statement – Featherby Junior School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	39.8%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 2026-27 2027-28
Date this statement was published	15th November 2025
Date on which it will be reviewed	10th November 2026
Statement authorised by	Emma Pape
Pupil premium lead	Beth Freeman
Governor / Trustee lead	Lauren Pollard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£209,070
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£209,070

Part A: Pupil premium strategy plan

Statement of intent

Featherby Junior School is a larger than average school situated in Medway, where typically one third of the school population are eligible for the pupil premium grant.

Our school vision statement applies to all of our children and is at the heart of everything we do:

Learning together to inspire minds through inclusive and creative practice - aspirations are high for all.

We aim to ensure all pupils have the opportunity to achieve their full academic and social potential, regardless of race, gender, cultural heritage or prior experience. We are committed to providing the foundations for every child to flourish in a safe and happy environment.

We value the support of our parents and carers and strive to develop a trusting relationship based on mutual respect to enable us, together, to ensure our children achieve their very best.

It is our aim to ensure that a child's chances of success are not determined by or related to their economic background, gender or ethnicity. The pupil premium set out below is interwoven with our school development plan and all staff have the shared vision and role to ensure that children who are vulnerable or disadvantaged have the best education and opportunities in order to prepare them for the next stage in their education and for life.

High quality teaching and learning and early intervention is at the centre of our approach, with a focus on the areas in which disadvantaged pupils require the most support, whilst also benefiting the non-disadvantaged pupils at our school.

What is Pupil Premium?

Pupil Premium funding is additional funding allocated to all schools to support disadvantaged pupils.

Featherby Junior School receives pupil premium funding for children who are in care or adopted from care, children whose parents are in the armed forces and pupils who have received free school meals at any point in the last six years. All of our work funded using the pupil premium grant will be aimed at accelerating progress and ensuring access to a rich, broad and balanced curriculum.

The Government takes the view that head teachers and school leaders have the best understanding of the needs of children in their schools and, as such, they should be the ones to decide how best to use the Pupil Premium Grant. Therefore, the provision provided is based on evidence and data gathered to understand and assess the individual needs of our school and children.

How is the funding used?

Featherby Junior School seeks to ensure the effective use of its Pupil Premium funding to narrow the progress and attainment gap for our most disadvantaged and vulnerable pupils. We offer children a wide range of opportunities to ensure that barriers to achievement are recognised and children are supported to achieve their best.

High-quality teaching is at the heart of our approach, offering an adapted and varied, broad and balanced curriculum for all. Through educational visits and visitors we enrich the curriculum and

enhance pupils' cultural capital. Pastoral support through counselling, nurture provision and therapeutic input enables children to feel safe, listened to and ready to learn, developing self-esteem, confidence and worth.

Our spending of allocated pupil premium funding targets all areas of development; academic, pastoral, extra-curricular, interventions, additional classroom support, booster groups and small group tuition.

Our strategy is also integral to wider school plans for education recovery, notably through our targeted intervention programmes. Our approach is responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

To ensure that we uphold our responsibility for all pupils in meeting their pastoral, social and academic needs within the school environment, provision is made through:

- Facilitating pupils' access to education through teaching
- Facilitating pupils' access to the curriculum through targeted academic support
- Alternative support and intervention within the school

Our strategies are based on evidence from our experiences in school and on education evidence from the Education Endowment Foundation Teaching and Learning Toolkit.

Challenges

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

Challenge number	Detail of challenge
1.	<u>Gaps in learning</u> Low attainment and slow progress have been identified among some pupil premium and disadvantaged children. Baseline data from year 2 highlights gaps in foundational skills that can limit pupils' readiness to access new learning securely. These misconceptions and skill deficits increase the risk of slower progress over time and may contribute to widening attainment gaps as pupils move through the curriculum.
2.	<u>Emotional wellbeing and resilience</u> Our assessments, discussions and observations have identified that the social and emotional wellbeing, confidence and resilience of some of our disadvantaged and vulnerable children and families has declined, in comparison to non-disadvantaged.
3.	<u>Additional needs</u> Multiple barriers to learning: Some disadvantaged pupils also have SEND, or Early Help/CHIN/CP needs
4.	<u>Attendance and punctuality</u> Our attendance data indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. More disadvantaged pupils have been 'persistently absent' compared to that of their peers during the same period. Although there is evidence that these gaps have narrowed, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.
5.	<u>Socioeconomic</u> Observations and discussions with parents have highlighted the socioeconomic difficulties that are experienced by disadvantaged families. This is negatively impacting on the wellbeing of pupils.
6.	<u>6. Transition</u> Some disadvantaged pupils find periods of transition more difficult, including moving from infant to junior provision, between year groups, and preparing for the next phase

	of education. These changes can affect confidence, wellbeing, attendance, readiness to learn and the continuity of academic progress if additional support is not provided.
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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 reading, writing and maths attainment amongst disadvantaged pupils	Internal data for the end of KS2 in reading, writing and maths outcomes in 2025/26 will show that more than 70+% of disadvantaged pupils meet the expected standard. Analysis of interventions will show that interventions have had a positive impact on the disadvantaged children's learning and has helped in accelerating their progress. Disadvantaged children will achieve outcomes in line with National outcomes by the end of KS2 2025/ 26. Those who have a cognitive SEND need will make at least expected progress from their individual starting point and meet the targets set during Pupil Progress Reviews.
To achieve and sustain improved attendance for all pupils, particularly disadvantaged.	By 2025/2026, sustained high attendance for all demonstrated by: • Overall absence rate for all pupils being no more than the national figure (10.6%) • Attendance gap between disadvantaged and non-disadvantaged pupils has been reduced • Monitoring of attendance shows an increase in PP attendance and a decrease in persistent absenteeism. • EWO works with head teacher and family worker to identify key families to support.
	By 2025/2026 all pupils will have access to a broad range of learning opportunities both inside and outside of school. This will be evidenced by the percentage of pupils engaging in clubs and extended activities both inside and outside of school as shown through: • School uniform and PE kits provided where necessary • Subsidised places offered in after school clubs to provide disadvantaged pupils with new opportunities • Subsidised places offered in breakfast and after school club where necessary

	• Subsidised places offered on school trips and residential to ensure participation by all pupils particularly with a focus on disadvantaged • Support signposted by family worker to any families requiring further support e.g. food bank
Improved support for disadvantaged pupils during periods of transition	By 2025/2026, disadvantaged pupils identified as vulnerable during transition points will be well supported so that they settle quickly, attend regularly and access learning confidently. This will be evidenced through: • effective information sharing between previous and current staff/settings • targeted transition arrangements for identified pupils and families • positive pupil voice showing increased confidence and readiness for change • early identification of academic, pastoral or SEND needs following transition • sustained attendance and engagement during the first term after transition

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 73,030

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional Support from Speech and Language	Endorsed by EEF Research https://educationendowmentfoundation.org.uk/ • Children continue to be seen quicker for assessment and programmes can be started earlier. • Children in Year R to receive a speech and language screening, if identified from the Baseline Assessment, so gaps can be identified and provision put in place immediately.	1

	• Trained TAs to lead speech and language programs as well as Speech and Language therapist every other week • Use of Speechlink and Language Link • SALT Therapist will support universal provision in all year groups to ensure a whole school approach. • Consistent feedback loops between SALT and teaching staff • Structured small-group talk sessions • Teacher-led early language groups (story-telling, narrative building, and vocabulary groups), which the EEF highlights as high impact. • Time allocated for teachers and TAs to review targets, adjust strategies, and align classroom practice. • Use of high-quality, evidence-based programmes e.g. narrative-based approaches, listening comprehension strategies, and dialogic story approaches consistent with EEF findings. • Use of tiered vocabulary in every class. • Colourful semantics will support children with the structure of verbal and written sentences. • Communication Boards, Attention Autism and Intensive Interaction training to staff. • • Parent workshops or guidance for supporting language at home • Provide take-home language packs / communication activities which supports vocabulary development and early communication in families with fewer language-rich opportunities. • Develop whole-school communication-friendly environments • Visual supports, consistent signing/gestures, predictable routines, and reduced cognitive load—aligned with EEF guidance on SEND and language development.	
Additional Support from Occupational Therapist	1 Targeted occupational therapy input will enhance pupils' physical development, with a particular focus on fine motor skills, sensory regulation, and functional classroom readiness. This specialist support will help identify underlying developmental needs, provide tailored strategies for pupils, and ensure staff have the guidance required to create environments that promote independence, engagement, and improved access to learning.	3

	Endorsed by EEF Research: https://educationendowmentfoundation.org.uk/	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 Deployment of non-class-based teachers to work with target pupils in their reading in closing gaps	2. Teachers provide training and oversight for support staff to ensure intervention sessions are delivered with consistency and fidelity to the school's chosen approach.	1, 2, 3
Establish pre-teaching groups for disadvantaged pupils falling below age-related expectations	3 <i>Endorsed by EEF Research</i> https://educationendowmentfoundation.org.uk/ 4 • Earlier identification ensures pupils are assessed promptly and support can begin without delay. • Some pupils require additional, targeted input alongside high-quality classroom teaching to secure progress. Evidence from the EEF demonstrates that well-structured small-group and one-to-one support can be highly effective when implemented carefully and linked to classroom learning.	1, 2, 3
Before school and after school reading interventions for target children	Endorsed by EEF Research • Additional time focused on reading fluency and comprehension supports accelerated progress and helps to close attainment gaps. • Improving pupils' reading proficiency enables greater access to the wider curriculum and strengthens overall learning readiness.	1, 2, 3
Structured interventions for targeted children including SEND	• EEF Toolkit guidance: https://educationendowmentfoundation.org.uk/	1, 2, 3

interventions. To analyse summative assessment data and identify the children who require catch up and more targeted intervention. Closely monitored by AHT. Pupil progress meetings termly. Regular monitor of targeted interventions.	• Summative assessment data is analysed to identify pupils who require catch-up support or more intensive, targeted intervention. • Interventions are closely monitored by the Assistant Headteacher, with progress reviewed through termly pupil progress meetings. • Regular evaluation of intervention delivery ensures that support remains effective, appropriately matched to need, and responsive to emerging assessment information.	
Digital technology is used purposefully to enhance the quality of teaching and learning for disadvantaged pupils, improving access, engagement and progress across the curriculum.	• Use of high-quality audio and visual tools enhances early language development and supports rich vocabulary exposure. • Digital platforms provide structured opportunities for practising phonics, reading fluency and comprehension. • Scaffolded digital tasks offer accessible opportunities for pupils to revisit and consolidate key learning. • Technology-supported monitoring enables teachers to identify gaps quickly and respond with precision. • Digital tools facilitate immediate, purposeful feedback that strengthens understanding and accuracy. • Online resources strengthen home–school learning and reinforce curriculum content beyond the classroom. • Equitable access to technology ensures disadvantaged pupils remain engaged, independent and able to participate fully in learning.	

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

Budgeted cost: £ 73,040

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer to offer support for vulnerable children and families. – key support needed to ensure attendance is	EEF Guidance about Wider Strategies focusing on: SEL, Well-being and Mental Health https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies	2, 3, 4

maintained and readiness to learn.	• Provide regular, proactive communication with families to address emerging needs at an early stage. • Work closely with parents to identify barriers to attendance and implement supportive, solution-focused strategies. • Support families in establishing routines that promote punctuality, readiness to learn and improved home–school engagement. • Signpost families to external agencies and community services where additional specialist support is required. • Maintain regular liaison with teachers and leaders to ensure pastoral information informs day-to-day provision and targeted support. • Offer family workshops and guidance that strengthen parental confidence in supporting children’s wellbeing, behaviour and learning. • Monitor attendance and wellbeing indicators closely, ensuring timely follow-up for pupils at risk of persistent absence or emotional vulnerability.	
Family Liaison Office to work with families to break down barriers of children accessing school – included cross-working with SEND team and outside agencies where appropriate.	EEF Guidance about Wider strategies: • https://educationendowmentfoundation.org.uk/ Family Liaison officer running Triple P course for parents reduces Early Help referrals and wider safeguarding support.	2, 3, 4, 5
To work with the attendance officer to improve attendance for disadvantaged pupils and close the gap between PP and non-PP. Weekly attendance meeting held with attendance team	Target attendance children identified and receive regular support and communication with the school. Attendance levels increase. • Regular monitoring identifies pupils at risk of low attendance, enabling timely support and early intervention. • Ongoing communication with families strengthens engagement and promotes shared responsibility for improving attendance. • Barriers to attendance are explored with families, with supportive strategies implemented to promote consistency and routine. • Pastoral and leadership teams review attendance patterns regularly to ensure follow-up is prompt and proportionate. • Close liaison with the Family Liaison Officer ensures that wellbeing or contextual issues affecting attendance are addressed appropriately.	4
Learning Mentors, specialisms:	Rationale A significant number of disadvantaged pupils present with social, emotional and mental health needs. Early baseline indicators show a correlation between low well-being and reduced engagement in learning. Targeted	1, 2, 3, 4

ELSA Drawing and Talking Forest School Behaviour Breakfast and after school club and trip contributions to allow PP children access to extracurricular activities and enrichment opportunities	FLO and SEMH support addresses wider barriers, including attendance, regulation, and readiness to learn. Actions • FLO provides targeted support for vulnerable families through regular home–school contact, early help signposting and attendance monitoring. • Disadvantaged pupils with poor attendance are identified and supported through personalised engagement plans. • Pupils identified with SEMH needs access structured 1:1 or small-group sessions focused on emotional regulation, resilience, and positive relationships. • Use of strategies such as emotion coaching, visual prompts, calm spaces and regular check-ins to support co-regulation and self-awareness. • Staff trained in trauma-informed and attachment-aware approaches to promote consistent and nurturing relationships across the school. • Termly reviews with AHT and FLO to monitor the impact of intervention, attendance improvements and sustained engagement. Intended Outcomes • Improved self-regulation, resilience and social confidence in targeted pupils, evidenced through Leuven Scales, pupil voice and teacher observation. • Increased attendance among persistently absent disadvantaged pupils, with measurable improvement towards or above the national threshold. • Enhanced readiness to learn and sustained classroom participation for disadvantaged pupils. • Increased engagement with families through consistent, positive home–school relationships and early intervention.	
Family Liaison Officer to offer support for vulnerable children and families. – key support needed to ensure attendance is maintained and readiness to learn.	EEF Guidance about Wider Strategies focusing on: SEL, Well-being and Mental Health https://educationendowmentfoundation.org.uk/support-for-schools/schoolimprovement-planning/3-wider-strategies • Regular contact with families to identify emerging needs early and strengthen home–school engagement. • Work with parents to address barriers to attendance, establishing routines that promote punctuality and readiness to learn. • Liaise with pastoral and leadership teams to ensure contextual information informs provision and support for pupils.	1

	• Signpost families to appropriate external agencies where additional specialist input is required. • Maintain consistent monitoring of attendance and wellbeing indicators, ensuring timely follow-up for pupils requiring additional support.	
Implement a structured transition process led by the Transition Lead, with clear systems for sharing academic, pastoral and safeguarding information between settings and year groups. The SENDCo and FLO will work alongside class teachers to identify vulnerable disadvantaged pupils early and coordinate targeted support, including additional visits, family meetings and familiarisation opportunities. Baseline assessment will be used to identify gaps and inform timely intervention, while pastoral and SEL support ensures pupils settle quickly, establish routines and engage positively with learning.	Transition points can present additional challenges for disadvantaged pupils, particularly where there are SEND, attendance or SEMH needs, or wider family vulnerabilities. Without targeted support, these pupils may experience reduced confidence, lower engagement and disruption to learning. Evidence from the Education Endowment Foundation highlights the importance of effective parental engagement, targeted academic support and social and emotional learning (SEL) in improving outcomes for disadvantaged pupils. Carefully planned transition supports pupils' sense of belonging and readiness to learn, while early identification of need enables timely intervention. Research also indicates that strong relationships and clear routines are key factors in improving attendance and engagement, particularly for vulnerable pupils. Activity • Ensure effective communication and transfer of academic, pastoral and safeguarding information between settings and year groups. • Provide additional transition opportunities for identified disadvantaged pupils, including visits, meetings and structured familiarisation. • Identify vulnerable pupils early and ensure they are known to key staff, including class teachers, FLO, learning mentors and SEND staff where appropriate. • Use baseline and diagnostic assessment to identify gaps in learning and implement timely support (linked to EEF guidance on targeted academic support). • Work with families to establish strong routines, attendance and readiness for learning from the outset (aligned with EEF parental engagement guidance). • Provide targeted pastoral support, including SEL approaches, to prepare pupils for the next stage of education.	1, 2, 3, 4, 5, 6

Total budgeted cost: £ 209,070

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

During 2025–2026, our evaluation indicates positive academic outcomes for disadvantaged pupils, while also identifying clear priorities for further improvement. Our strategy focused on the identified barriers of gaps in learning, emotional wellbeing and resilience, additional needs, attendance and punctuality, socioeconomic disadvantage and transition.

Attainment

End of Key Stage 2 outcomes show improvement in a number of key measures. **62% of disadvantaged pupils achieved the expected standard in reading, writing and mathematics combined**, an increase from 56% in 2024–2025 and above the national disadvantaged figure of 49%. The proportion achieving the combined higher standard increased from 0% to **9%**, compared with 4% nationally.

Reading outcomes were strong. **74%** achieved the expected standard, compared with 63% nationally, and **24%** achieved the higher standard, compared with 19% nationally. The average reading scaled score was 105, compared with 103 nationally.

Writing outcomes were also positive, with **79%** achieving the expected standard compared with 60% nationally. **15%** achieved greater depth, compared with 7% nationally.

In mathematics, **71%** achieved the expected standard compared with 62% nationally. Higher-standard attainment increased from 6% to **9%**, although this was below the national disadvantaged figure of 15%. This has therefore been identified as an area for further development.

Science outcomes were positive, with **82%** achieving the expected standard compared with 71% nationally. In GPS, **62%** achieved the expected standard compared with 61% nationally, and 21% achieved the higher standard compared with 19% nationally.

Overall, the academic data shows improvement from the previous year and outcomes above the corresponding national disadvantaged figures across most reported measures. However, the school's original success criterion of more than 70% achieving the combined expected standard was not met. This remains a priority within the next stage of the strategy. The strategy identifies high-quality teaching, early intervention and targeted support as central to addressing gaps in learning.

Attendance

Attendance remained an important area of focus during 2025–2026. Attendance for the **139 disadvantaged pupils was 94.4%**, broadly in line with the national figure of 94.7% and slightly above the local authority figure of 94.3%.

58.3% of disadvantaged pupils had attendance of 95% or above, including 11.5% with attendance of 99% or above. Persistent absence was **15.8%**.

The data also identified particular patterns requiring continued attention, including absence around school holidays and repeated patterns of absence or lateness. These findings reinforce the importance of individual-level monitoring rather than relying solely on the overall attendance percentage.

The school has continued to use regular attendance monitoring, early intervention and family support to address barriers to attendance. The Family Liaison Officer and attendance team work with identified pupils and families, with attendance patterns reviewed regularly and appropriate support put in place. This approach is consistent with the actions identified within the strategy.

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.