



Pupil Premium Strategy Statement – Iver Heath Junior School 2025 - 2028

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.

The pupil premium grant is allocated to schools to improve outcomes for disadvantaged pupils and to help remove barriers to learning. At Iver Heath Junior School, the funding is used to support high-quality teaching, targeted academic interventions and wider provision that improves attendance, wellbeing and engagement. Our approach recognises that disadvantaged pupils may face a range of barriers to learning, and the strategy focuses on ensuring that all pupils are able to access the full curriculum and achieve their potential.

School overview

Detail	Data
Number of pupils in school	194
Proportion (%) of pupil premium eligible pupils	29% (58 pupils)
Academic years covered	2025–2028
Date published	September 2025
Review date	September 2026
Statement authorised by	Governing Board
Pupil premium lead	Joanna Peters, Inclusion Co-ordinator
Governor lead	Louise Collins

Funding overview

Pupil premium allocation this year	£86930
Pupil premium carried forward	£0
Total budget this year	£86930

Statement of intent

At Iver Heath Junior School, our guiding principle is that **no child is left behind**. We are committed to ensuring that all pupils, regardless of background or circumstance, are able to access the full breadth of opportunities the school offers and achieve the best possible academic outcomes.



Our disadvantaged pupils form a significant proportion of the school community and many experience additional barriers to learning, including SEND needs, communication difficulties, emotional or social vulnerabilities and challenges related to attendance or engagement. In 2025, end of Key Stage 2 outcomes were above national averages in reading, writing, mathematics and the combined measure. In 2025, attainment in reading, mathematics, SPaG, writing and the combined measure all exceeded national figures, reflecting the strength of teaching and curriculum provision across the school.

However, school monitoring and internal assessment indicate that disadvantaged pupils and those with additional needs are more likely to require support earlier in their school journey to sustain this success. Writing development, vocabulary growth and emotional regulation remain important priorities across year groups, as these areas underpin pupils' ability to access the curriculum and maintain strong progress over time.

We recognise that the most effective way to improve outcomes for disadvantaged pupils is through consistently high-quality teaching. Our strategy therefore prioritises adaptive teaching, careful curriculum sequencing and accurate assessment so that pupils' needs are met within the classroom wherever possible and gaps are identified early. Alongside this, we provide targeted academic support to secure core skills and wider pastoral provision to remove barriers to attendance, wellbeing and engagement.

Our approach reflects the EEF's tiered model and our commitment to inclusive practice across all aspects of school life. Through this strategy we aim to:

- ensure teaching is responsive and inclusive so all pupils can access the curriculum
- identify needs early and respond with appropriate support
- provide structured interventions that are evidence-informed and carefully monitored
- strengthen pupils' confidence, emotional regulation and readiness to learn
- ensure disadvantaged pupils participate fully in enrichment and the wider life of the school

Through these actions we seek not only to narrow attainment gaps but to ensure disadvantaged pupils develop the resilience, independence and aspiration needed to succeed beyond primary school.

SEND and Pupil Premium strategic alignment: Nearly half of pupils on the SEND register are also eligible for Pupil Premium. This means that improving outcomes for disadvantaged pupils is closely linked to strengthening universal SEND provision, adaptive teaching, early identification, robust assessment of small-step progress and targeted support for pupils whose barriers are both academic and social-emotional.



Challenges

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

Challenge	Detail of challenge
1. Language and vocabulary development	Assessments, observations and pupil discussions indicate that many disadvantaged pupils have underdeveloped oral language skills and limited vocabulary. These gaps affect reading comprehension, writing and access to the wider curriculum.
2. Phonics, reading fluency and comprehension	Internal data and teacher feedback indicate that a higher proportion of disadvantaged pupils require continued support with decoding, blending, reading fluency and comprehension, limiting independence in reading and access to learning.
3. Writing skills and content knowledge	For some disadvantaged pupils, additional barriers such as handwriting difficulties, working memory, fine motor needs or SEND can limit their ability to record ideas effectively, highlighting the need for adaptive approaches and assistive technology where appropriate.
4. Mathematical understanding and reasoning	School assessment and teacher feedback indicate that some disadvantaged pupils experience difficulty retaining knowledge, applying concepts and solving problems using reasoning skills.
5. Social, emotional and mental health needs	A significant proportion of vulnerable pupils experience emotional or family challenges,



	<p>sensory needs, dysregulation or anxiety that affect engagement, relationships and readiness to learn. This is particularly significant where disadvantage overlaps with SEND or hidden needs.</p>
<p>6. Confidence, resilience and engagement</p>	<p>Some disadvantaged pupils lack confidence and demonstrate anxiety about making mistakes, affecting participation, perseverance and willingness to attempt challenge.</p>
<p>7. Home learning support and parental confidence</p>	<p>Some families lack confidence supporting learning at home, particularly reading, writing and mathematics. This can limit practice opportunities and affect pupils' independence and progress.</p>
<p>8. Attendance, punctuality and readiness for learning</p>	<p>Attendance for disadvantaged pupils, while improving, remains below peers. For some pupils, absence or lateness may reflect anxiety, EBSNA, unmet or hidden SEND needs, pressure from inaccessible learning, family circumstances, routines or access to uniform and equipment.</p>

Evidence informing this strategy (Autumn 2025 internal assessment)

Autumn 2025 internal assessment data indicates that 60% of pupils achieved age-related expectations in reading and mathematics, and 46% in writing. As is typical for our school, attainment strengthens across the academic year. However, disadvantaged pupils were less likely to achieve age-related expectations at this stage, particularly in writing (17% at expected or above). The attainment gap was most pronounced where disadvantage overlaps with SEND. This analysis confirms that writing development, adaptive teaching and targeted intervention remain key priorities within this strategy.

The SEND strategic analysis reinforces this priority: the attainment gap is greatest where disadvantage overlaps with SEND, and some pupils working below National Curriculum expectations require more precise assessment and personalised curriculum pathways. This is why the school is embedding Connecting Steps (B Squared), TES Provision Map entry and exit



data and clearer adaptive planning expectations so that progress from individual starting points can be evidenced more consistently.

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 oral language skills and vocabulary among disadvantaged pupils.	Assessments, lesson observations and pupil voice indicate improved use of vocabulary in discussion and writing. This is evidenced through book scrutiny, reading comprehension outcomes and pupils' ability to explain their learning.
Improved reading fluency and comprehension for disadvantaged pupils.	Internal assessments show increasing proportions of disadvantaged pupils reading fluently and accurately. The gap between disadvantaged pupils and their peers narrows across year groups and KS2 outcomes remain above national averages.
Improved writing attainment and quality across the school, particularly for disadvantaged pupils.	Writing assessments, moderation and pupil voice demonstrate improved vocabulary, structure, technical accuracy and confidence in writing. Disadvantaged pupils make sustained progress from their individual starting points through adaptive teaching, scaffolded approaches and, where appropriate, assistive technology and personalised assessment pathways.
Improved mathematical fluency, reasoning and application for disadvantaged pupils.	Internal assessments show improved recall of key facts, increased confidence applying concepts and stronger reasoning. The attainment gap in mathematics narrows and



	KS2 outcomes remain above national averages.
Improved confidence, resilience and engagement in learning for disadvantaged pupils.	Pupil voice, behaviour logs and lesson observations indicate increased participation, willingness to attempt challenge and improved attitudes to learning.
Improved emotional wellbeing and readiness to learn for disadvantaged pupils.	Monitoring, safeguarding records and pupil voice indicate improved emotional regulation and engagement in lessons. Fewer pupils experience emotional barriers to learning.
Improved parental confidence in supporting learning at home.	Increased engagement with workshops, communication and home-learning activities. Pupils demonstrate improved completion of reading and homework and greater confidence discussing their learning.
Improved attendance, punctuality and readiness for learning among disadvantaged pupils.	Attendance for disadvantaged pupils improves further and moves closer to that of peers. Persistent absence reduces, punctuality improves and pupils arrive settled and ready to learn.
Improved assessment and curriculum adaptation for disadvantaged pupils with SEND or working below National Curriculum expectations.	B Squared/Connecting Steps, teacher assessment and TES Provision Map data show clearer small-step progress from individual starting points. Planning identifies accessible entry points, scaffolds and adapted outcomes so pupils can access an ambitious curriculum.

Activity in this Academic Year 2025-2026

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: £48300



High-quality teaching remains the most significant lever for improving outcomes for disadvantaged pupils. At Iver Heath Junior School, a notable proportion of disadvantaged pupils also have identified SEND needs; therefore, strengthening adaptive teaching and inclusive classroom practice is central to reducing attainment gaps. We have prioritised curriculum clarity, careful sequencing of knowledge and improved assessment accuracy so that pupils' needs are met effectively within the classroom wherever possible.

Professional development, curriculum refinement and strengthened collaboration between teachers and support staff underpin this approach. By ensuring teaching is responsive, inclusive and grounded in accurate assessment, we aim to reduce reliance on withdrawal interventions and secure sustained progress for disadvantaged pupils. The following approaches outline how classroom practice is being strengthened across the school.

Activity	Evidence that supports this approach	Challenge numbers addressed
Whole-staff CPD on adaptive teaching, scaffolding and inclusion.	EEF: Improving teaching quality has greatest impact on disadvantaged pupils. Adaptive teaching improves access to learning. (EEF High Quality Teaching; Feedback; Metacognition)	1,2,3,4,6
Whole-staff access to NASEN training and SEND CPD to strengthen adaptive teaching, inclusive practice and graduated response across the school.	High-quality professional development improves teaching quality and pupil outcomes. Evidence from the EEF highlights that improving the quality of teaching has the greatest impact on disadvantaged pupils. Strengthening staff expertise in SEND and inclusive practice ensures barriers to learning are identified early and addressed effectively within the classroom.	1, 3, 4, 5, 6
Strengthening subject leadership to embed curriculum sequencing, inclusion and scaffolding across subjects.	Strong curriculum design and teacher subject knowledge improve retention and outcomes. (EEF Curriculum Planning; High Quality Teaching)	1,2,3,4,6



Embedding vocabulary and oracy across the curriculum.	Oral language interventions have high impact for low cost and improve reading outcomes. (EEF Oral Language Interventions)	1,2,3
Develop the use of assistive technology and alternative methods of recording to improve writing outcomes for disadvantaged pupils, including speech-to-text, word prediction, Clicker and laptops where appropriate.	Assistive technology reduces barriers to writing, supports independence and enables pupils to focus on composition rather than transcription. When combined with high-quality teaching and oral rehearsal, it can improve writing quality and access to the curriculum for disadvantaged pupils with SEND.	1,3,5,6
Improving whole-class reading through modelling and explicit vocabulary teaching.	Explicit comprehension strategies and vocabulary instruction improve reading outcomes. (EEF Improving Literacy KS2)	1,2,3
Using Connecting Steps (B Squared) assessment to identify gaps early and evidence small-step progress for pupils working below National Curriculum expectations.	Diagnostic assessment helps teachers target support effectively. B Squared provides a more appropriate framework for pupils working at Pre-Key Stage standards, enabling small-step progress to be identified, celebrated and used to inform planning.	1,2,3,4
Joint planning between teachers and LSAs to improve consistency of support.	Effective deployment of teaching assistants improves pupil outcomes. (EEF Making Best Use of TAs)	1,2,3,4
Ensuring curriculum planning includes scaffolding and accessible entry points.	Scaffolded learning and modelling improve engagement and confidence. (EEF High Quality Teaching; Metacognition)	1,2,3,4,6
Develop a shared whole-school understanding of universal SEND provision, including classroom adaptations, scaffolds, visual supports, movement breaks	High-quality teaching and inclusive classroom practice have the greatest impact on disadvantaged pupils. Clear universal provision reduces barriers to learning and	1,2,3,4,5,6,8



and regulation strategies expected in every classroom.	supports earlier intervention before pupils require more intensive support.	
Provide coaching and support for ECTs and staff new to the school in adapting curriculum planning for pupils working significantly below age-related expectations.	Professional development and coaching improve teacher confidence and implementation. This is particularly important where disadvantaged pupils also have SEND, cognition and learning needs or require personalised curriculum pathways.	1,2,3,4,5,6

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

Budgeted cost: £20000

While high-quality teaching remains the primary driver of improvement, we recognise that some disadvantaged pupils require additional, structured support to address specific gaps in knowledge, fluency and confidence. Internal assessment and pupil progress monitoring indicate that targeted intervention is particularly important where disadvantage overlaps with SEND, lower prior attainment or interrupted learning.

Our approach to intervention is carefully planned, time-limited and evidence-informed. Provision is regularly reviewed through pupil progress meetings to ensure it accelerates learning and does not replace access to the full curriculum. Where interventions are not having the intended impact, they are adapted or discontinued. Priority is given to strengthening core skills in reading, writing and mathematics, alongside targeted support for language development and emotional readiness to learn.

The following approaches outline how targeted provision is being delivered and monitored across the school.

Activity	Evidence that supports this approach	Challenge numbers addressed
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Fresh Start phonics intervention.	Phonics approaches show strong impact on early reading, especially for disadvantaged pupils. (EEF Phonics)	1,2
Comprehension interventions and daily reading practice.	Structured reading improves fluency and comprehension. (EEF Literacy KS2)	1,2
Wordshark literacy intervention.	Targeted practice improves spelling and reading accuracy. (EEF Targeted Interventions)	1,2,3
NumBots fluency practice.	Retrieval practice supports automaticity in maths. (EEF Maths Mastery; Practice)	4
Handwriting and fine motor intervention.	Physical fluency supports writing quality and cognitive focus. (EEF Literacy Guidance)	3
Speech and language therapy provision.	Communication support improves curriculum access. (EEF Communication and Language)	1,2,5
Occupational therapy support.	Supporting sensory needs improves readiness to learn. (EEF SEL; Inclusion Evidence)	5,6
Writing intervention and structured oral rehearsal	Targeted writing support, including vocabulary development, oral rehearsal and sentence construction, improves composition and writing outcomes, particularly for disadvantaged pupils. (EEF Improving Literacy KS2)	1,3,6
Use TES Provision Map entry and exit assessments to evaluate the impact of interventions and inform decisions to continue, adapt or exit provision.	High-quality assessment ensures intervention is targeted and responsive. Entry and exit data allows leaders to measure progress from individual starting points and identify whether barriers relate to attendance, delivery, group size, staffing or the intervention itself.	1,2,3,4,5,6,8



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

Budgeted cost: £18630

We recognise that academic progress cannot be separated from pupils' wellbeing, attendance and wider life experiences. Internal analysis shows that disadvantaged pupils at Iver Heath Junior School are more likely to experience social and emotional challenges, attendance vulnerabilities and reduced access to enrichment opportunities, particularly where disadvantage overlaps with SEND.

Our wider strategy focuses on reducing these barriers through targeted attendance support, pastoral provision, emotional wellbeing interventions, transition support and equitable access to enrichment and extracurricular activities. These approaches aim to strengthen pupils' confidence, resilience, emotional regulation and readiness to learn, while promoting positive attendance and engagement.

To enhance early intervention, the school has invested in an ELSA-trained specialist SEND Learning Support Assistant to provide targeted emotional literacy support and contribute to whole-school regulation strategies. By addressing pupils' needs at an early stage, the school aims to prevent barriers from escalating and ensure that disadvantaged pupils are able to engage fully in learning and school life.

The following approaches outline how this support is being delivered and monitored.

Activity	Evidence that supports this approach	Challenge numbers addressed
Employ an ELSA-trained specialist SEND Learning Support Assistant to deliver targeted emotional wellbeing and regulation support, helping disadvantaged pupils overcome barriers to learning and engagement.	Social and emotional learning improves behaviour and attainment. (EEF SEL Toolkit)	5,6
Sensory circuits provision.	Self-regulation support improves engagement and readiness to learn. (EEF Behaviour Guidance)	5,6



Targeted attendance work with families.	Parental engagement and attendance support improve outcomes. (EEF Parental Engagement)	7,8
Financial support for trips and enrichment.	Enrichment improves engagement and aspiration. (EEF Arts Participation)	3,6,7
Parent workshops and communication.	Structured parental engagement improves pupil outcomes. (EEF Parental Engagement)	7
Individual timetables and pastoral support.	Personalised support improves engagement and reduces absence. (EEF Behaviour Interventions)	5,6,8
Provision of breakfast club to support punctuality, attendance and readiness to learn for disadvantaged pupils.	Providing a structured start to the day helps pupils arrive settled, improves attendance and supports readiness to learn. (EEF Behaviour guidance; Parental engagement evidence)	5,7,8
Providing access to after-school clubs and enrichment opportunities for disadvantaged pupils.	Participation in enrichment activities supports confidence, motivation, social development and engagement with school. (EEF Toolkit: Arts participation; Enrichment evidence)	3,6,7,8
Review and strengthen the school behaviour policy to ensure a consistent, inclusive and relational approach that supports pupils' emotional	Consistent behaviour systems and relational approaches improve engagement, reduce disruption and support disadvantaged pupils'	5,6,8



regulation and engagement in learning.	outcomes. (EEF Behaviour Interventions; Social and Emotional Learning)	
Commission Educational Psychology-led Year 6 Transition Workshop (5-week programme) for identified pupils experiencing high levels of anxiety regarding transition to secondary school. Targeted group (6–8 pupils) with staff member present for all sessions.	Evidence from the EEF shows that social and emotional learning approaches have a positive impact on pupils’ wellbeing and academic outcomes, particularly for disadvantaged pupils. Targeted transition support can reduce anxiety-related absence, strengthen emotional regulation and improve readiness for secondary education. Early intervention is particularly important where disadvantage overlaps with SEND and attendance concerns.	5, 6, 8
Develop a SEND-informed attendance approach, including staff training on EBSNA, masking, hidden needs and early signs of dysregulation.	Attendance difficulties may indicate unmet need or barriers to accessing learning. Early identification and a relational, inclusive response can prevent anxiety-based absence from becoming entrenched.	5,6,8
Develop a graduated attendance pathway using attendance data, SEND information, pupil voice and family engagement to identify unmet need and remove barriers before absence becomes persistent.	Persistent absence is often linked to anxiety, inaccessible learning or unmet need. A preventative, relational approach enables barriers to be identified early and improves attendance, engagement and wellbeing.	5,6,7,8
Strengthen proactive regulation support through regulation boxes, classroom regulation areas, movement breaks, heavy work and access to quieter or small-group spaces where appropriate.	Self-regulation and sensory support improve readiness to learn, reduce dysregulation and increase access to teaching. This is particularly important for disadvantaged pupils with SEMH, sensory needs or SEND.	5,6,8



Part B: Review of outcomes in the previous academic year (2024–2025)

During the 2024–2025 academic year, pupil premium funding was used to support high-quality teaching, targeted academic intervention and wider provision to improve attendance, wellbeing and engagement.

Academic impact

End-of-year whole-school data (July 2025) indicated that attainment at the end of Key Stage 2 was above national averages in reading, mathematics, SPaG, writing and the combined measure.

Internal analysis, however, showed that pupils eligible for pupil premium were less likely to reach age-related expectations than their peers:

Reading: 54% achieved expected or above

Writing: 48%

Mathematics: 47%

SPaG: 60%

The attainment gap was most pronounced where disadvantage overlapped with SEND, highlighting the continued need for early identification, adaptive teaching and structured intervention.

Targeted reading and mathematics provision was strengthened during the year, particularly in upper Key Stage 2. Pupil progress monitoring indicated that the majority of disadvantaged pupils made at least expected progress from their individual starting points; however, attainment outcomes show that fewer reached age-related expectations compared with their peers.

Writing remains a priority across the school and continues to form a central strand of the school development plan.

The school recognises that attainment data alone does not fully reflect the progress made by all disadvantaged pupils, particularly where disadvantage overlaps with SEND. Increasing use of Connecting Steps (B Squared), TES Provision Map entry and exit assessments and teacher assessment is enabling leaders to capture small-step progress more accurately, including improvements in communication, independence, emotional regulation and curriculum access. These measures will provide a stronger evidence base for evaluating the impact of provision over the lifetime of this strategy.



Attendance and engagement

Attendance for disadvantaged pupils (90.8%) was broadly in line with similar schools but remained below that of non-disadvantaged pupils (94.5%), creating an internal gap of 3.7 percentage points. This reinforces the need for continued targeted attendance monitoring and pastoral support.

Overall attendance for 2024–2025 was 93.5%, slightly below the national average of 94% but stable across the year. Targeted attendance letters and strengthened family engagement contributed to improved attendance for a number of pupils during the summer term. Breakfast club provision supported punctuality, consistency and readiness to learn for identified disadvantaged pupils.

There were no exclusions during the academic year. Behaviour and attitudes to learning remain a strength of the school, underpinned by a restorative approach, clear expectations and consistent systems.

Wellbeing and pastoral support

Pupil premium funding also supported pastoral provision and mental health referrals. Six pupils were referred to the Mental Health Support Team, with positive outcomes reported for those who engaged. Staff training and increased vigilance supported early identification of emerging needs.

Conclusion

While overall attainment remains strong, disadvantaged pupils, particularly those with additional needs, remain less likely to reach age-related expectations across subjects. This review has informed the current strategy, which prioritises:

- strengthening adaptive teaching
- accelerating progress in writing and vocabulary
- securing core reading and mathematics fluency
- improving attendance and readiness to learn
- promoting emotional regulation and resilience

These priorities ensure that pupil premium funding continues to address the specific barriers faced by disadvantaged pupils and support them to achieve in line with their peers.



The SEND strategic report confirms that disadvantage and SEND are closely linked at Iver Heath Junior School. The next phase of the Pupil Premium strategy will therefore focus not only on targeted interventions, but on strengthening the universal offer: adaptive teaching, consistent classroom provision, personalised curriculum pathways, precise assessment of small-step progress and preventative support for attendance, regulation and family engagement. This will ensure that pupils facing the greatest barriers receive support early, within the classroom wherever possible, and through targeted provision where additional support is required.