



Pupil premium strategy statement – Garland Junior School 2026-2027

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	176
Proportion (%) of pupil premium eligible pupils	21%
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)	2024-2027 (Year 3 of a 3-year plan)
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Burghfield Common Federation Governing Board
Pupil premium lead	Catherine Rose Executive Headteacher
Governor Lead	Rebecca Evans

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,210
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£4,165
Total budget for this academic year	£85,375

Part A: Pupil premium strategy plan

Statement of intent

Garland Junior School (Burghfield Common Federation)

At Burghfield Common Federation, which includes Garland Junior School, our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. Every pupil is important to us, and we are committed to helping them become confident, well-rounded individuals ready to embrace future opportunities.

For our pupils from disadvantaged backgrounds, we have a clear vision: to empower them to achieve their potential and leave the school as confident individuals who embody their best selves. This includes:

- Reading fluently and widely, forming opinions on books and authors.
- Writing with clarity and confidence to express their views.
- Solving mathematical problems fluently and applying logical reasoning.
- Gaining a wider understanding of the world through a rich and creative curriculum
- Participating in team activities, competing in sports, and/or playing a musical instrument.
- Developing aspirations as high as, or higher than, those of their peers.
- Experiencing leadership opportunities and achieving personal success.

Our “Pupil Premium Passport” is a key tool, helping these pupils navigate their journey through school and unlock doors to future success in the next stage of their education.

In addition to our focus on disadvantaged pupils, we recognise the challenges faced by other vulnerable pupils, including those with special educational needs or social worker involvement. The activities and strategies outlined in our approach are designed to support all pupils, regardless of their background or circumstances.

High-Quality Teaching at the Heart of Our Approach

Our approach is rooted in high-quality teaching, particularly in areas where disadvantaged pupils require the most support. We are committed to ensuring that all pupils—whether disadvantaged or not—benefit from a curriculum and school experience that allows them to thrive.

Key Commitments

To ensure success, we will:

- Challenge pupils: Disadvantaged pupils will be encouraged and challenged in the work they are set, helping them to grow academically and personally.
- Act early: We will intervene promptly as soon as a need is identified, providing tailored support to prevent small issues from becoming larger barriers.
- Adopt a whole-school approach: All staff share responsibility for the outcomes of disadvantaged pupils, raising expectations and fostering a culture of high achievement.

Our work is guided by robust diagnostic assessments and a responsive approach to individual needs. By adopting complementary strategies and a shared commitment to excellence, we aim to ensure all our pupils excel and leave Garland Junior School as confident, capable, and resilient individuals ready for the next stage of their lives.

Community • Curiosity • Creativity • Challenge

Discovering every child's sparkle and shining a light on their brilliance...

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. By understanding these challenges, we can tailor our approach to ensure disadvantaged pupils receive the support they need to thrive academically, socially, and emotionally.

Challenge number	Detail of challenge
1	Language and Vocabulary Gaps Assessments, observations, and discussions with pupils reveal underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These issues are evident from the early years through to Key Stage 2 and are more pronounced for disadvantaged pupils compared to their peers.
2	Difficulties in Reading and Writing Our assessments show that disadvantaged pupils often face greater challenges in reading and writing. These difficulties impact their ability to progress at the same rate as their non-disadvantaged peers.
3	Lower Maths Attainment Internal and external assessments highlight that disadvantaged pupils' attainment in mathematics is significantly below that of their non-disadvantaged peers, requiring focused intervention and support.
4	Socio-Economic Barriers and Mobility and SEND Many of our disadvantaged pupils experience challenges linked to socio-economic differences. Some do not join the school at traditional entry points (Nursery/Reception) and enter during Key Stage 2, which can impact their ability to settle and progress at the same rate as their peers. These challenges particularly affect disadvantaged pupils who have special educational needs.
5	Attendance and Persistent Absenteeism While most pupils' attendance has recovered post-pandemic, a small minority, particularly disadvantaged pupils, remain persistently absent. In 2025-2026, persistent absenteeism was 14.1%, of which the highest proportion were disadvantaged and in Y6. This absenteeism has a negative impact on their progress and overall school experience.

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 and observations and tracking information indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved English attainment for disadvantaged pupils at the end of KS2.	In 2027, that KS2 outcomes show more than 60% of disadvantaged pupils meet the expected standard, or higher and that in the interim years there is improvement towards this. In 2027, That those pupils who pass the phonics screening in KS1, meet the expected standard in reading at KS2 and that in the interim years there is significant improvement.
Improved maths attainment for disadvantaged pupils at the end of KS2.	In 2027, that KS2 outcomes show more than 60% of disadvantaged pupils meet the expected standard, or higher. For the average score in the MTC to be in line or above the national average for disadvantaged pupils.
To achieve and sustain positive behaviour and attitudes for all pupils in our school, particularly our disadvantaged pupils, through our vision and values when they move from KS1 to KS2	Sustained high levels of wellbeing by demonstrated by: • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
To achieve and sustain improved attendance for all pupils, particularly disadvantaged pupils.	Sustained high attendance by 2027 demonstrated by: • year on year the overall unauthorised absence rate for all pupils being no more than 2%, • the percentage of disadvantaged pupils who are persistently absent being below 5%

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: £60,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Inclusion Leader employed across the federation to ensure continuity in planning of interventions and support across the Infant and Junior Schools	Being aware of individual learning needs in the classroom and ways these can be supported through high quality first teaching.	4, 5
Pastoral Lead employed across the federation to support attendance and work with families to improve attendance.	Established strong relationships between school-home so prompt discussions take place and school can support or signpost support to improve attendance. Effectively supporting anxiety and mental health problems Parental Engagement EEF	4, 5
Purchase of additional standardised diagnostic assessments. (NFER) in Reading and maths. Support for staff to ensure assessments are interpreted and administered correctly.	Effective use of diagnostic assessments to indicate areas for development of individual pupils, or across classes and year groups. Diagnostic assessment EEF	1, 2, 3, 4
Reading: continue training for staff in KS2 to support phonics and reading progress. Use of a specialist reading teacher to coach and mentor staff in developing reading fluency. Master reader Programme. Review and update books in Accelerated Reading Scheme.	That phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils. Use of scaffolded reading programme to support reading and comprehension along with widened vocabulary. Oral language interventions Teaching and Learning Toolkit EEF	2
Writing: adaptation and updating of our current framework for the teaching of writing to provide a clear support structure for teachers and support staff to work within.	Evidence shows that combining reading and writing instruction, particularly through high quality texts, improves outcomes. EEF, combining reading and writing outcomes EEF, improving literacy at key stage 2, 7 stages	2

Teachers to all attend Talk4Writing training and regular updates throughout the year.		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will find teacher release time to embed key elements of guidance in school and to access Mobius maths hub resources and CPD (including Teaching and Mastery training)	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the teaching of mathematics, drawing on evidence-based approaches: Mathematics_guidance: key stages 1_and 2 The EEF guidance is based on a range fo the best evidence available: Improving Mathematics in Key Stages 2 and 3	3
To maintain positive high standards of behaviour and attitudes for all pupils in our school, particularly our disadvantaged pupils, through our vision and values when they move from KS1 to KS2.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attitudes, behaviour and relationships with peers. Improving_Social_and_Emotional_Learning in Primary Schools EEF Improved induction and transition so pupils move to KS2 successfully both emotionally and maintaining academic achievement. EEF Supporting Positive Transitions Whole school positive culture focussed on good attendance. That the school does all that is reasonable possible to get good attendance.	4, 5

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

Budgeted cost: £12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted small group and individual teaching for pupils who need to catch up. A significant proportion of pupils who receive small group teaching will be disadvantaged, including those who are high attainers.	Small group tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and small groups: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 2, 3
Additional phonics and structured reading sessions targeted at disadvantaged pupils who require further phonics support regular sessions over a period up to 12 weeks:	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period of 12 weeks: Phonics Teaching and Learning Toolkit EEF	2
Additional booster groups for MTC practice and teaching	Having a secure grasp of the basics of maths, including the fluent recall of times tables, is crucial for children's success in moving on to more complex maths. Improving Maths in KS2 EEF	3
To continue to foster a love of reading through a curriculum enriched with high quality texts and opportunities to hear books read aloud.	The DfE reading framework Reading for Pleasure DfE	1, 2
To improve pupils use of language for speaking and processing ideas through targeted Speech and Language therapy sessions Through the use of a professional speech and language therapist, to support individuals and teachers and support staff through bespoke SALT programmes.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking and listening show positive impacts on attainment. SALT in Schools Oral language interventions Teaching and Learning Toolkit EEF	2

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

Budgeted cost: £ 13,375

Activity	Evidence that supports this approach	Challenge number(s) addressed
To embed self regulation and meta cognition based on school values to support children making the correct choices to succeed.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions Teaching and Learning Toolkit EEF That staff and pupils understand and use zones of regulation successfully to support positive attitudes and behaviour. Zones of Regulation - Self Regulation EEF Meta-cognition	4
Embedding principles of good practice set out in the updated 2024 DfE's guidance on: working together to improve school attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. Working with Local Authority EWO team.	5
Alternative provision and outdoor learning to support anxiety and improve self-esteem.	Outdoor learning improves child development, supports mental health and wellbeing, deepens nature connection and promotes more inclusive and engaging learning. Benefits of Outdoor Learning Understanding what being safe online is- Online Safety	4, 5
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified	1, 2, 3, 4, 5
Pupil Premium Passport	To fund Master Reader books for pupils to read at home. To support music tuition.	

Total budgeted cost: £60,000 +£12,000 +£13,375 = £85,375

Additional activity

Supplementary Support for Disadvantaged Pupils

Our pupil premium strategy is complemented by additional initiatives to support disadvantaged pupils, including:

Pupil Premium Passport Scheme:

- Priority access to high-quality extracurricular activities, with a focus on building confidence, resilience, and social skills. This includes one club per term where children display gifts and talents, Master Reader texts, music tuition.
- Access to Forest School and Outdoor Provision as needed to support self-esteem and confidence.

Specialist Staff Support:

- A Full time ELSA to provide targeted interventions and emotional support.

Opportunities for Leadership and Participation:

- Actively championing disadvantaged pupils for leadership roles, as well as participation in music and sports programmes to foster aspiration and engagement.

These initiatives are designed to ensure every disadvantaged pupil has access to opportunities that enhance their learning, wellbeing, and personal growth.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts, particularly for pupils in Years 5 and 6 who had the most disruption) and to results achieved by our non-disadvantaged pupils.

The work with families to improve attendance showed that overall attendance increased in 2024-2025 to 95.8% which is above national average and in 2025-2026 was 94.8 which was above national average.

Key Stage 2										15 Disadvantaged Pupils														
51 Pupils																								
Reading > Exp Std			Reading > High Std			Writing TA > EXS			Writing TA > GDS			Maths > Exp Std			Maths > High Std			RWM > Exp Std			RWM > High Std			
2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	
Garland Junior School	70.7%	74.1%	80.4%	29.3%	44.4%	39.2%	60.3%	68.5%	60.8%	12.1%	5.6%	3.9%	65.5%	70.4%	84.3%	22.4%	31.5%	33.3%	50.0%	53.7%	60.8%	12.1%	5.6%	3.9%
West Berkshire	73.2%	73.7%	75.5%	28.3%	33.7%	32.4%	65.0%	67.1%	68.0%	10.8%	9.4%	9.4%	69.1%	70.3%	73.5%	22.0%	25.0%	27.5%	54.5%	57.0%	59.3%	7.0%	5.8%	6.3%
National	74.3%	75.1%	75.1%	28.5%	33.4%	31.0%	71.8%	72.3%	73.2%	12.9%	12.8%	13.3%	73.1%	74.1%	75.1%	23.9%	26.3%	27.0%	60.6%	62.2%	63.2%	7.7%	8.4%	8.6%
Science TA > EXS			GPS > Exp. Std.			GPS > High Std.			Disadvantaged															
2024	2025	2026	2024	2025	2026	2024	2025	2026	RWM > Exp Std			RWM > High Std			2024			2025			2026			
Garland Junior School	74.1%	74.5%	84.3%	58.6%	63.0%	74.5%	17.2%	27.8%	37.3%	16.7%			31.3%			26.7%			0.0%			0.0%		
West Berkshire	81.0%	82.9%	83.7%	68.9%	70.0%	73.2%	30.1%	27.3%	29.8%	25.3%			32.6%			30.9%			1.4%			0.8%		
National	81.1%	81.7%	82.5%	72.2%	72.6%	73.7%	32.0%	29.6%	30.2%	45.5%			47.4%			48.1%			3.1%			3.6%		
Progress										Scaled Scores														
Reading Avg. Prog. Scr.			Writing Avg. Prog. Scr.			Maths Avg. Prog. Scr.			Reading Avg. SS			Maths Avg. SS			GPS Avg. SS									
2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026	2024	2025	2026							
Garland Junior School	-	-	-1.42	-	-	-4.37	-	-	-1.21	105.0	106.7	106.8	103.2	105.2	106.3	102.1	104.9	106.2						
West Berkshire	-	-	-0.05	-	-	-1.39	-	-	-0.51	105.3	105.4	106.1	103.7	104.1	104.9	104.7	104.8	105.5						
National	-	-	0.00	-	-	0.10	-	-	0.00	105.2	105.6	105.7	104.4	104.7	105.0	105.3	105.4	105.4						
NOTES:																								
2026 National data is NICER Emerging and must not be shared with parents, local press or via social media.																								
										Below National Average					Above National Average			8692125_Primary Data Sheet (Provisional) July 2026						

Reading, Writing and Maths levels have all increased from 2026 as well as pupils achieving greater depth, which rose significantly in reading and maths above national average.

29% of Y6 were considered disadvantaged.

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
MHST	NHS
The Nest	Ufton Court