

Pupil Premium Strategy Statement 2026-27



Booker Avenue Junior School

Based on the DfE model template and informed by the school's 2026 IDSR and internal evaluations

School Overview

Detail	Data
School name	Booker Avenue Junior School
Number of pupils on roll	383
Pupil Premium allocation 2026-27	£31,360
Percentage of disadvantaged pupils (FSM6)	6.26%
Academic years covered by strategy	2026-27 to 2028-29
Date published	December 2026
Review date	July 2027
Headteacher	Richard Thompson
Governor lead	Tristan Hughes

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Booker Avenue Junior School, our intention is that all pupils, regardless of background, achieve highly, attend regularly and develop the knowledge, skills and cultural capital required for future success.

Although the proportion of disadvantaged pupils in our school is significantly below national averages, our analysis demonstrates that disadvantaged pupils continue to attain below their peers, particularly in mathematics and combined reading, writing and mathematics outcomes. While reading outcomes have improved and attendance remains strong, disadvantaged pupils continue to experience attainment and progress gaps that require targeted intervention.

The cornerstone of our approach will remain high-quality teaching for all pupils. Alongside this, carefully targeted academic interventions, family support and enrichment opportunities will ensure that disadvantaged pupils access the same ambitious curriculum and wider opportunities as their peers.

Our approach will ensure that:

- disadvantaged pupils are identified quickly and supported early
- teaching is responsive to diagnostic assessment
- barriers to achievement are addressed holistically
- attendance and engagement remain strong
- pupils develop resilience, confidence and aspiration
- all staff take responsibility for improving outcomes for disadvantaged pupils

Challenges

Key challenges identified

Challenge	Detail
1	Mathematics remains the greatest area of disadvantage. In 2025 disadvantaged pupils achieved 43% at the expected standard in mathematics compared with 61% nationally, and a school disadvantage gap of 38 percentage points remained. Although outcomes improved in 2026, attainment remains below non-disadvantaged peers.
2	Disadvantaged pupils achieve less well in combined Reading, Writing and Mathematics. The three-year average for disadvantaged pupils is 33% compared with 47% nationally for disadvantaged pupils and 69% nationally for non-disadvantaged pupils.
3	Progress of disadvantaged pupils declined significantly in 2026. Reading progress (-5.1), writing progress (-6.6) and maths progress (-7.0) were all below national averages.
4	A significant proportion of disadvantaged pupils also have SEND needs. Fourteen pupils are identified as both FSM6 and SEND/CLA, with speech and language, SEMH and autism representing the largest areas of need.
5	Despite attendance being above national averages overall, disadvantaged attendance remains lower than the whole-school figure and 22.9% of disadvantaged pupils were persistently absent in 2025-26.
6	Some disadvantaged pupils have limited access to wider enrichment opportunities, experiences and cultural capital which support engagement, confidence and aspiration. School information and family engagement indicate that financial barriers remain for some families.

Intended Outcomes

Intended outcome	Success criteria by 2028-29
Improve attainment in mathematics for disadvantaged pupils	At least 75% of disadvantaged pupils achieve the expected standard in maths.
Improve combined RWM outcomes	Disadvantaged attainment in RWM is at least in line with national disadvantaged outcomes and the school attainment gap narrows significantly.
Accelerate progress across KS2	Disadvantaged pupils achieve progress measures at least in line with national averages in reading, writing and maths.
Improve attendance	Attendance for disadvantaged pupils exceeds 95% and persistent absence reduces below 15%.
Improve language, SEND and SEMH outcomes	Pupils with additional vulnerabilities access effective intervention and demonstrate improved engagement and attainment.
Increase participation in enrichment	All disadvantaged pupils participate in at least one funded enrichment opportunity annually.

Activity in This Academic Year

Teaching (High Quality Teaching)

Budget: £16,000

Activity	Cost	Evidence/Rationale
Writing improvement programme including staff development, moderation and coaching linked to school priority	£6,000	IDSR identifies decline in writing attainment and progress in 2026.
Mathematics mastery development including NCETM Maths Hub, release time and coaching	£5,000	Mathematics is the largest area of disadvantage gap.
Standardised assessments and diagnostic testing to identify barriers and gaps	£2,000	Enables precise intervention and monitoring.
Staff training for adaptive teaching, SEND and disadvantaged learners	£3,000	High overlap between disadvantage and SEND.

Challenges addressed:

1,2,3,4

Targeted Academic Support

Budget: £10,500

Activity	Cost	Evidence/Rationale
Small group maths tuition and intervention	£4,000	Significant maths disadvantage gap identified.
Reading fluency and comprehension interventions (Reading Plus, Cracking Comprehension, Lexi)	£2,500	Reading attainment has improved but remains a barrier for some disadvantaged pupils.
Precision teaching and SEND-focused interventions (Phonics for targeted pupils)	£2,000	High incidence of SLCN and SEMH among identified pupils.
Additional tutoring for disadvantaged pupils not on track to achieve expected standard (Booster classes)	£2,000	Addresses attainment and progress gaps.

Challenges addressed:

1,2,3,4

Wider Strategies

Budget: £4,860

Activity	Cost	Evidence/Rationale
Attendance monitoring, family support and targeted attendance interventions	£1,500	Persistent absence remains high amongst disadvantaged pupils despite strong overall attendance.
SEMH support, counselling and emotional wellbeing provision (Seedlings)	£1,200	SEMH remains one of the largest SEND categories.
Subsidies for educational visits, residential, clubs and enrichment activities	£1,660	Removes barriers to participation and develops cultural capital.
Contingency funding for emerging vulnerable pupils and families	£500	Enables rapid response to unforeseen barriers.

Challenges addressed:

4,5,6

Total Budget Summary

Strand	Cost
Teaching	£16,000
Targeted academic support	£10,500
Wider strategies	£4,860
Total	£31,360

Review and Evaluation

The impact of this strategy will be monitored through:

- termly attainment analysis
- disadvantaged pupil progress meetings
- attendance and persistent absence reviews
- SEND and intervention impact evaluations
- pupil voice and parent feedback
- participation rates in enrichment activities
- governor monitoring reports

Success will be measured by narrowing attainment gaps in mathematics and combined outcomes, improved progress measures, sustained strong attendance and increased participation in enrichment opportunities for disadvantaged pupils. Evidence will be triangulated through assessment outcomes, book scrutiny, lesson visits and stakeholder feedback.

Externally Provided Programmes

Programme	Provider
Maths Hub Teaching for Mastery	NCETM Maths Hub
NFER Assessments	NFER
Speech and Language Support	Liverpool SEND Services
Educational Psychology Support	Liverpool City Council

This strategy is tightly aligned to the school's 2026 IDSR findings, particularly the need to improve disadvantaged outcomes in mathematics, accelerate progress across KS2 and sustain the strong attendance and inclusion culture already evident within the school.