

## Pupil Premium Strategy Statement



This statement details our school's use of pupil premium funding (and recovery premium for the 2022 to 2025 academic years) 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	St Mary's Church of England Junior Academy
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	23 %
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022 – 2023 2023- 2024 <b>2024-2025</b>
Date this statement was published	17.10.24
Date on which it will be reviewed	02.09.25
Statement authorised by	L. Richardson
Pupil premium lead	K. Dekeyzer
Governor (Inclusion)	T. Dale

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,480
Recovery premium funding allocation this academic year	No longer available
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£75,480</b>
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

## Statement of intent

All pupils at St Mary's Church of England Junior Academy will receive high quality teaching alongside a broad and balanced curriculum that is fostered on high expectation for all. All pupils, including the disadvantaged pupils, those with a social worker, service children, looked after children or young carers, are challenged to meet their personal goals and achieve high attainment in all areas of the curriculum.

Barriers to learning will be considered in this strategy, including the academic and emotional support needed for pupils to achieve high attainment. We will be driven by the assessment of the needs of each child, informed by the rigorous assessment cycle and the evaluation of the strategy's implementation.

The Pupil Premium Strategy is linked closely to the school's development plan, which aims to raise standards for all pupils. The strategy shares the realistic and ambitious timescales for improvement. High expectations in all areas of the curriculum ensure that pupils are exposed to a vocabulary rich curriculum with reading as its foundation.

All pupils will benefit from the continuous professional development of staff linked to professional research. High quality teaching is the driving force to high standards and expectations in our school, because this is proven to have the greatest impact on closing the disadvantaged attainment gap:

"Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socioeconomically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending. Strategies to support this could include professional development, training, support for early career teachers, and investing in recruitment and retention.."

*([The EEF Guide to the Pupil Premium 2024](#), page 3)*

We will do this by:

- Raising standards in reading and writing.
- Raising standards in mathematics.
- Improving oral language skills, including vocabulary.
- Providing ongoing emotional support to meet SEMH need, such as attendance, behaviour, mental health and adverse childhood experiences/trauma.
- Diminish the attendance gap for disadvantaged and non-disadvantaged pupils.

## Challenges

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

Challenge number	Detail of challenge
1	Internal and external assessments (where possible) indicate that reading, writing and maths attainment for all pupils is below national average, including the disadvantaged pupils. In 2024, the percentage of disadvantaged pupils achieving the expected standard for reading, writing and maths combined, at the end of Key Stage 2 was 32%.
2	Internal assessments including lesson observations and discussions with pupils highlight that the understanding and use of vocabulary is underdeveloped, particularly for the disadvantaged pupil which impacts on reading outcomes and their ability to access the foundation curriculum.
3	Our school catchment includes a high proportion of disadvantaged families and high level of pastoral need. There are currently 31% of pupils with identified Social, Emotional and Mental Health barriers on the SEN Record.
4	Our attendance data highlights that there is still a gap between the disadvantaged pupils and non-disadvantaged pupils. End of 2023/24 attendance data for this academic year shows PPG attendance was 88.5% which is lower than whole school attendance (92.83%).
5	PPG families demonstrate a proportionately lower engagement with enrichment activities such as After School Clubs, school trips and PPG representation in sports events.
6	<p>Within the context of the Long Stratton community, there is significant vulnerability. This is exemplified by an increasing Universal Credit Claims. The upward trend in the percentage of people on Universal Credit in Long Stratton shows that a growing number of families are facing financial hardship. This has led to an increase of free school meals, increased applications of hardship grants supported by our pastoral team and increase of food bank access within our schools.</p> <p>Some pupils arrive at school not ready to learn, for example because they are hungry, thirsty, have a lack of uniform etc. Low parental aspiration and rural isolation / lack of services has an impact on outcomes for pupils eligible for PPG. Many families are in a cycle of unemployment or low paid jobs. Parental understanding of how to support effective home learning is underdeveloped.</p>

## 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
Improve reading, writing and maths attainment for disadvantaged children at the end of Key Stage 2.	<ul style="list-style-type: none"> <li>• End of year outcomes in KS2 are more closely aligned to national in reading, writing and maths.</li> <li>• Internal data shows that all children are making progress to narrow the gap for achieving age related expectations each academic year.</li> <li>• Observations and Pupil Progress meetings show evidence of interventions for pupils who are not yet at the expected standard.</li> </ul>
Improved oral language skills and vocabulary for all pupils, including the disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Through a mastery curriculum Tier 2 and 3 vocabulary is explicitly built into curriculum progression.</li> </ul>
Investment in expanding our pastoral and SEND provision and number of children benefiting from this support to meet their needs.	<ul style="list-style-type: none"> <li>• Increased level of support to meet social, emotional, mental health or pastoral needs.</li> <li>• Reduction in behavioural incidents recorded on CPOMS compared with the next academic year.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Attendance data for disadvantaged pupils to be closer to the national average for PPG pupils from 2024/25.</li> <li>• Evidence of individual action plans shows that review meetings result in improved attendance, for children who are persistently absent.</li> </ul>
An improvement in participation and engagement in after school club and extra curriculum opportunities.	<ul style="list-style-type: none"> <li>• As a result of school providing 10% off residential school trips, all PPG children are able to fully participate in these opportunities, which build cultural capital.</li> </ul>
Increased access to breakfast items, school uniform and food parcels, to ensure that basic needs are being met.	<ul style="list-style-type: none"> <li>• Those most in need have access to breakfast items when they come to school.</li> <li>• Those most in need have access to school uniform items to ensure they are appropriately dressed.</li> <li>• In collaboration with Waveney Food Bank, food parcels are available to support families and pupils.</li> <li>• Tins and Toys scheme for identified families.</li> </ul>

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise quality of Teaching and Learning through use of CUSP reading and writing resources, with a particular emphasis on vocabulary.</p>	<p>There is a secure evidence that indicates great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. Providing feedback is a well-evidenced and has a high impact on learning outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> (+ 5 months)</p> <p>AIDP Priority 2, 3 and 4</p>	<p>2.2 2.3 3.2 4.2</p>
<p>To raise high-quality teaching practice through the delivery of a CPD approach in maths.</p>	<p>Evidence from the EEF recommends maths manipulatives (physical objects used to teach maths) and representations (such as number lines and graphs) as key to improving mathematics. These can help pupils engage with mathematical ideas. However, manipulatives and representations are just tools: how they are used is essential. They need to be used purposefully and appropriately to have an impact.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p>AIDP Priority 2 and 4</p>	<p>2.1 4.1</p>
<p>To appoint an additional HLTA to provide 'keep up not catch up' interventions</p>	<p><a href="#">As cited in the EEF</a>, we are using effective and targeted intervention alongside high quality teaching to close the gaps in reading and maths.</p> <p>AIDP Priority 2 and 4</p>	

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

Budgeted cost: £24,850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed Essential Letters and Sounds synthetic phonics booster or catch up sessions are planned and implemented.	Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.  (+ 5 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a> AIDP Priority 2	2.3
Delivery of targeted interventions in writing, reading and maths.	The school operates a variety of intervention and keep up sessions. Research indicates that small targeted group work is most effective when it is 'targeted at pupils' specific needs'. Teachers use of assessment, allows a timely response to the needs of pupils with the use of PIXL therapies and targeted small group work.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a> (+4 months) AIDP Priority 2 3 and 4	2.3 3.1 3.2 3.3 4.2
Delivery of targeted interventions linked to SEMH need.	The EEF states that behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Both targeted interventions and universal approaches have positive overall effects (+ 4 months).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a> AIDP Priority 4	4.4

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

Budgeted cost: £17,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
Benjamin Foundation Time For You weekly sessions.	The Benjamin Foundation supports children's social, emotional and mental health needs for one full day per week. The EEF states that social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> (+4 months)	4.4

	AIDP Priority 4	
Purchase resources for the Personalised Curriculum Provision Room ensuring it is a calm and purposeful environment to support the social and emotional well-being of pupils.	<p>The impact for pupils receiving intervention for behaviour support indicates +4months but does not quantify the benefits for the whole class. While the emotional support for pupils again is indicated at +4 months. Through the implementation of zones of regulation and Step up and Step on training for identified members of staff.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a> (+4 months)</p> <p style="text-align: right;">AIDP Priority 4</p>	4.2 4.3 4.4
Leaders (including Pastoral Lead) to work with families on early intervention plans for attendance, including letters, phone calls and meetings.	<p>Clear expectations of attendance to pupils and their parents are important to address poor attendance. Supporting documentation from the Ofsted paper outlined below is used to monitor and address issues in a sympathetic and proactive manner:</p> <p><a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a></p> <p>Leaders act within the guidance stipulated by the DfE to encourage good attendance of its children.</p> <p><a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a></p> <p style="text-align: right;">AIDP Priority 5</p>	5.2 5.3
Broadening experiences for disadvantaged children including school trips, after school clubs and enrichment opportunities.	<p>The EEF highlights that improvements related to self-confidence and self-efficacy are linked to broadening pupils' experiences outside of the classroom environment.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</a></p> <p style="text-align: right;">AIDP Priority 4 and 5</p>	4.2 4.3 5.2 5.3
Contingency fund for acute issues.	Based on prior experiences we have identified the need for a small amount of funding to be readily available to respond quickly to needs that have not been identified.	All

**Total budgeted cost: £75,480**

## 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 2023 to 2024 academic year.

During the 2023/24 academic year priority was given to impact on reduction of behaviour incidents in children from disadvantaged backgrounds. There has been a gradual decrease in number of negative behaviour incidents recorded on our CPOMS system.

The school now promotes pupil responsibilities and leaderships opportunities including school councillors, subject ambassadors, prefects and house point captains, head boy and head girls, which has resulted in an increased sense of belonging, responsibility and role modelling to younger children in the school.

The school has successfully created a lunchtime nurture space, called The Wellbeing Hub. This calm and inclusive space supports children who are struggling with break times, and also supporting social, emotional and mental health difficulties. The uptake for lunchtime nurture sessions is high, with identified pupils benefiting on a daily basis. The Wellbeing Hub also provides a calm space for eating lunch, particularly benefiting disadvantaged children and families. This new provision has resulted in a calmer and more positive experience for children in the outdoor learning environment.

Parental engagement has improved as a result of a full time Pastoral Support Officer being in place. We have 4 Early Help Assessment Plans in place which provide ongoing support to families. SEND meetings for parents have been introduced with maximum uptake.

The school has implemented a rich curriculum and introduced CUSP for reading and writing, designed to raise standards and expectations at the school.



The internal school data table below highlights the outcomes for children at the end of 2023/24 at the expected standard:

Subject	End of Key Stage 2	
	All children	Pupil Premium
Reading	53 %	44 %
Writing	56 %	44 %
Maths	41 %	33 %

School data highlights that maths is an area of development (linked to the school's AIDP target 3.2 and 3.3).

The school had embarked on a four-year journey of maths mastery with Angles Maths Hub and introduced Power Maths in April 2019. The impact to date has been an improvement in pupils' understanding of maths in context and confidence with reasoning and problem solving, noted in lesson observations and learning walks. This has yet to be seen in statutory assessment data last year (2023-24) and will remain a key part of the new strategy.

Reviewed data collected during 2023-24 highlights that attendance is now a school strength. There are now robust systems in place to analyse data and target families with support, letters to engage and individual meetings are led by an attendance lead. We will continue to address this on our current strategy so that sustained improvement can be evidenced.

## 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?	<ul style="list-style-type: none"> <li>Fully funded opportunities to attend sporting activities</li> <li>Allocated places in reading booster sessions</li> <li>Targeted interventions using PiXI therapies</li> <li>Additional 1:1 reading to increase reading speed to 100wpm</li> <li>Access to after school clubs – football</li> <li>SEMH support when dad went on tour for 5 months</li> </ul>

What was the impact of that spending on service pupil premium eligible pupils?	On track for expected at the end of KS2
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