

# 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	180
Proportion (%) of pupil premium eligible pupils	25.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2022 – 2023 <b>2023- 2024</b> 2024-2025
Date this statement was published	02.11.23
Date on which it will be reviewed	25.04.24
Statement authorised by	A. Riley
Pupil premium lead	A. Riley / S.Laurie
Transition Board lead	Mark Wallington

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75,660
Recovery premium funding allocation this academic year	£7,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£66835</b>

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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Part A: Pupil premium strategy plan

## 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. Each child will be supported on this journey by a 'champion' – a member of staff that will offer support throughout their time at the school.

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:

*"Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending."*

[\(The EEF Guide to The Pupil Premium 2022\)](#)

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 during and after the global Covid-19 pandemic.
- 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 writing attainment for all pupils is below national average, including the disadvantaged pupils. In 2022 the percentage of disadvantaged pupils achieving the expected standard at the end of Key Stage 2 was 36%. The results in our school for writing were most impacted by weak progress during the Covid-19 pandemic.
2	The school's internal assessments of maths indicate that Power Maths has not yet embedded to demonstrate the impact of maths mastery. In 2022 the percentage of disadvantaged pupils achieving the expected standard at the end of Key Stage 2 was 54.5%.
3	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.
4	The full impact of Covid-19 is yet to be fully understood. Covid-19 has resulted in some disadvantaged children not being fully engaged with their learning. There are currently 32% of pupils with identified Social, Emotional and Mental Health barriers on the SEN Record. A pupil perception survey will take place in November 2022 to gain an up-to-date insight into pupils' emotional state and ongoing impact of the pandemic. This survey will be repeated in Autumn 2023.
5	Our attendance data highlights that there is still a gap between the disadvantaged pupils and non-disadvantaged pupils. The 2021/22 attendance review highlighted whole school attendance as 91.4% this compared to 82.98% for disadvantaged children.

## 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 writing attainment for disadvantaged children at the end of Key Stage 2.	<ul style="list-style-type: none"> <li>Assessment data for writing to be in-line with national averages at the end of Key Stage 2 by 2025.</li> <li>Internal data shows that all children are making progress each academic year to achieve age related expectations at the end of Year 6.</li> </ul>
Improve maths attainment for disadvantaged children at the end of Key Stage 2.	<ul style="list-style-type: none"> <li>Assessment data for maths to be in-line with national averages at the end of Key Stage 2.</li> <li>Observations and Pupil Impact 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 the monitoring schedule subject leaders will monitor the impact of their understanding of vocabulary in their curriculum area, this will be done through pupil discussions and marking. The English Lead will clearly map Tier 2 and 3 vocabulary into curriculum progression maps and as a result, subject leaders will have clear intent around the vocabulary to look for in their subject.</li> </ul>
Significantly reduced number of pupils (those without SEN) accessing emotional support linked to Covid-19.	<ul style="list-style-type: none"> <li>Currently there are 10 children receiving daily support for self-esteem and 12 children receiving daily intervention support for friendship and social skills. There are up to 20 children who attend The Temple (break and lunch time nurture provision). The interventions have a clear entry and exit score and are monitored by the SENCO. Impact is measured using the 7Cs assessments.</li> <li>Monitoring of nurture provision attendance will demonstrate that bespoke intervention is used in a timely and focused manner.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>Sustained high attendance data from disadvantaged pupils to be in-line with the school target of 95% 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>

## Activity in this academic year

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

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

Budgeted cost: £25,105

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise quality of Teaching and Learning within Mastering English lessons through further training and coaching with clear expectations and monitoring being set up (marking & feedback, targets, differentiation)	<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 3.2 and 3.6</p>	1, 3
Launch Mastering Spelling and train all staff in phonics teaching	<p>The EEF Teaching and Learning Toolkit finds that phonics approaches to teaching reading have, on average, a positive impact on pupil outcomes. The way in which it is delivered plays an important role in determining its effect on learning. Training is key—ensuring all staff have the necessary pedagogical skills and content knowledge, for example, sufficient linguistic knowledge and understanding.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading">https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading</a></p> <p>AIDP 3.2 and 3.4</p>	1, 3
Launch new 'Pleasure for Reading' school reading philosophy (GoReading App and library development).	<p>The DfE Research evidence on reading for pleasure states there is a growing body of evidence which illustrates the importance of reading for pleasure for both educational purposes as well as personal development (cited in Clark and Rumbold, 2006). Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment (Clark 2011; Clark and Douglas 2011).</p> <p><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/284286/reading_for_pleasure.pdf</a></p> <p>AIDP 1.1</p>	1, 3

<p>To raise mathematical high-quality teaching practice, assign maths manipulatives to all classes, training on their use. Check that working walls and vocabulary is embedded following-on from last year.</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 3.2</p>	<p>2</p>
<p>To raise mathematical high-quality teaching practice, ensure the Concrete, Pictorial, Abstract approach (CPA) is being used across classrooms. Monitor pre and post interventions across school. Lesson drop-ins to monitor use of vocabulary and stem sentences in lessons.</p>	<p>Evidence from Maths No Problem states that Concrete, pictorial, abstract (CPA) is a highly effective approach to teaching that develops a deep and sustainable understanding of maths. It is an essential technique within the Singapore method of teaching maths for mastery.</p> <p><a href="https://mathsnoproblem.com/en/approach/concrete-pictorial-abstract/">https://mathsnoproblem.com/en/approach/concrete-pictorial-abstract/</a></p> <p>AIDP 3.2 and 3.2</p>	<p>3</p>
<p>Targeted subject knowledge training for all staff in Core subjects, including the English Writing Strategy to develop SPAG and writing subject training to improve ARK+ and Kapow subject knowledge.</p>	<p>The EEF states that 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.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a></p> <p>AIDP 3.2</p>	<p>1, 2, 3</p>

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

Budgeted cost: £17,545

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduction of 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 3.4	1, 3
PIXL assessment is used to identify targets for intervention and can be used to inform entry and exit data.	There is a secure evidence base that formative assessment and analysis of gaps can improve outcomes. <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment</a> (+2 months) AIDP 2.3 and 2.4	1, 2
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 2.3 and 2.3	1, 2, 3, 4
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 4.1 and 4.2	1, 2, 4
CPD, release time and support from the SENCO for support staff to effectively deliver interventions used to support pupils with social and emotional well-being including: Time to Talk and social stories.	Research from the EEF highlights that social and emotional learning has a positive impact on average of 4 months but also identifies the significant positive impact that this level of support can give to pupils not translating to academic achievement in English or maths. <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) AIDP 3.1	4

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

Budgeted cost: £24,185

Activity	Evidence that supports this approach	Challenge number(s) addressed
Benjamin Foundation Time For You weekly sessions.	<p>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.</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>AIDP 2.1, 2.2 and 2.3</p>	4,5
Pets As Therapy Sessions.	<p>Our school subscribes to the Pets As Therapy charity and children benefit from sessions with our 'St Mary's Dog' at least once per month. Evidence suggests that to support students' well-being, promote a sense of belonging in school, reduce stress and anxiety, and facilitate learning.</p> <p><a href="https://www.frontiersin.org/articles/10.3389/fvets.2021.655104/full">https://www.frontiersin.org/articles/10.3389/fvets.2021.655104/full</a></p> <p>AIDP 2.1, 2.2 and 2.3</p>	4,5
Improving motivation, aspiration and core SEMH skills through a personalised Curriculum Provision.	<p>A full time 'Personalised Curriculum Provision' has been set up for children, including the disadvantaged children, who require intensive bespoke additional support have access to Inclusion provision.</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>AIDP 2.5</p>	4,5
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.</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>AIDP 2.4 and 2.5</p>	4



Leaders access Fast track CPD.	<p>Clear expectations of attendance to pupils and their parents are important to address poor attendance, whilst also being mindful of the current climate and difficulties associated to Covid-19 and other variants. 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>AIDP 1.6</p>	5
Leaders (including Pastoral Lead) to work with families on early intervention plans for attendance, including letters, phone calls and meetings.		5
Broadening experiences for disadvantaged children including school trips, 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>AIDP 3.8 and 3.9</p>	5
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: £66835**

## 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 2020 to 2021 academic year.

During the 2021/22 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 CURA system.

The school now has 57 prefects in Year 6, 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 break and lunchtime nurture space, called The Temple. 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 up to 20 pupils benefiting on a daily basis. The Temple also provides a free and nourishing daily snack to those children, 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 becoming in place. We have 3 Early Help Assessment Plans in place which provide ongoing support to families. There are mapping meetings in progress for 2 further families. SENDCo Surgeries for parents have been introduced with maximum uptake. Parents have reported that they feel their voice is now being heard and they are more involved in making decisions which impacts support for their children.

The school has implemented a rich curriculum designed to raise standards and expectations at the school. The curriculum was built on reading as its foundation introducing The Power of Reading blended with Talk for Writing approaches to allow children to build on their knowledge through quality resources.

The internal school data table below highlights the outcomes for children at the end of 2021/22 at the expected standard:

	End of Key Stage 2	
Subject	All children	Pupil Premium
Reading	68.5%	72%
Writing	55.5	36%
Maths	61%	54.5%

School data highlights that writing is an area of development (linked to the school's AIDP target 3.4 and 3.5).

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 and will remain a key part of the new strategy.

The wider curriculum was supported with quality resources and materials from Ark+ curriculum for Science, Geography and History (launched September 2021). Evidence from pupil voice highlights that pupils are now engaged with their learning, while teachers are now assessing the foundation curriculum to inform practice.

Evidence from data collected during Autumn 2022 highlights that attendance continues to be an ongoing area for development. To address this, there is now robust system to analyse data and target families with support, letters to engage and individual meetings are led by an attendance lead. Therefore, 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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A