



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2025 to 2028 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	148
Proportion (%) of pupil premium eligible pupils	22 %
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	1st December 2025
Date on which it will be reviewed	1st December 2026
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	£54,540
Recovery premium funding allocation this academic year	No longer available
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£54,540
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

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.



These outline 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 2025, the percentage of disadvantaged pupils achieving the expected standard at the end of Key Stage 2 was 49% (21 out of 43 Year 6 leaver pupils).
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 a high level of pastoral need. There are currently 40% 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 2025/26 attendance data for this academic year shows PPG attendance was 91.94% which is lower than whole school attendance (94.80%) but an improvement on previous years.
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	Our community has a significant proportion of vulnerability. As shown on Insight Norfolk there is an increasing rise in 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. 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.

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.



Outcome	Success criteria
<p>Improving reading and writing attainment for disadvantaged children at the end of Key Stage 2.</p> <p>Improve maths attainment for disadvantaged children at the end of Key Stage 2.</p>	<ul style="list-style-type: none"> Assessment data for reading, writing and maths to be in-line with national averages for disadvantaged children at the end of Key Stage 2 by 2027. Internal data shows that all children are making progress each academic year to achieve age related expectations at the end of Year 6. Implementation of whole school intervention and targeted Pupil Progress meetings demonstrate that disadvantaged pupils are closing the gap towards the expected standard. Focus Core Group Meetings for year 6 to identify barriers and strategies to overcome these.
<p>Improved oral language skills and vocabulary for all pupils, including the disadvantaged pupils.</p>	<ul style="list-style-type: none"> An increase in Communication Needs this year so we have now commissioned a Speech and Language Therapist to support us to ensure children can communicate their SEMH needs effectively. Through the use of CUSP reading and writing resources, Tier 2 and 3 vocabulary is explicitly built into curriculum progression.
<p>Investment in expanding our pastoral and SEND provision and number of children benefiting from this support to meet their needs.</p>	<ul style="list-style-type: none"> Increased level of support to meet social, emotional, mental health or pastoral needs. Reduction in behavioural incidents recorded on CPOMS compared with the next academic year. External agencies such as MHST are supporting families with managing anxiety and behaviour and providing parenting strategies.
<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<ul style="list-style-type: none"> Sustained high attendance data from disadvantaged pupils to be in-line with the school target of 95% from 2025/2026. Evidence of individual action plans shows that review meetings result in improved attendance, for children who are persistently absent.
<p>An improvement in participation and engagement in after school club and extra curriculum opportunities.</p>	<ul style="list-style-type: none"> The school provides 10% off residential school trips. Enabling PPG children to fully participate in these opportunities which build cultural capital.
<p>Increased access to breakfast items, school uniform and food parcels, to ensure that basic needs are being met.</p>	<ul style="list-style-type: none"> Those most in need have access to breakfast items when they come to school. Those most in need have access to school uniform items to ensure they are appropriately dressed.



- In collaboration with Waveney Food Bank, food parcels are available to support families and pupils.
- Tins and Toys scheme for identified families.


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: £16,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise quality of Teaching and Learning through use of CUSP reading and writing resources, with a particular emphasis on vocabulary.	<p>There is 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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback (+ 5 months)</p> <p>AIDP Priority 1, 2, 3 and 4</p>	<p>2.2</p> <p>2.3</p> <p>3.2</p> <p>4.2</p>
To raise high-quality teaching practice through the delivery of trust wide Walkthrus and a coaching programme which includes team teaching and staff CPDs with a specific focus on embedding the CUSP teaching sequence.	<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>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>AIDP Priority 4</p>	<p>2.1</p> <p>4.1</p>
To implement an effective CPD programme for all staff, embedding priority Walkthru strategies including-	<p>The EEF Special Educational Needs in Mainstream Schools states: An inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards and the fulfilment of potential for all pupils. Schools should:</p>	<p>4.1</p> <p>4.2</p> <p>4.2</p> <p>4.4</p>

Teac High Pitch		Aim t and	<ul style="list-style-type: none">• promote positive relationships, active engagement, and wellbeing for all pupils;• ensure all pupils can access the best possible teaching; and• adopt a positive and proactive approach to behaviour, as described in the EEF's Improving Behaviour in Schools guidance report. AIDP Priority 2	
Implementation of new Positive Relationship and Behaviour Policy.	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective SEL can lead to learning gains of +4 months over the course of a year. Yet – even though SEL is already a large (and often unrecognised) part of their current job – few teachers receive support on how they can develop these skills in their everyday teaching practice. This is particularly important at a time when schools are reviewing their core vision and curriculum offer, and planning to implement statutory Relationships and Health education. Implementation of STEP On and STEP Up training for all staff to ensure a safe working environment to de-escalate heightened behaviours.			5.1 5.2
EEF Improving Social and Emotional Learning in Primary Schools 2024				

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

Budgeted cost: £20,990

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.	<p>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.</p> <p style="text-align: right;">(+ 5 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p style="text-align: right;">AIDP Priority 4</p>	2.3
PIXL assessment is used to identify targets for intervention and can be used to inform entry and exit data.	<p>There is a secure evidence base that formative assessment and analysis of gaps can improve outcomes.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/embedding-formative-assessment (+2 months)</p> <p style="text-align: right;">AIDP Priority 4</p>	1.4 3.3
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	2.3 3.1 3.2



	<p>assessment, allows a timely response to the needs of pupils with the use of PIXL therapies and targeted small group work.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition (+4 months)</p> <p>AIDP Priority 1, 2 and 4</p>	<p>3.3</p> <p>4.2</p>
Delivery of targeted interventions linked to SEMH need.	<p>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).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>AIDP Priority 2</p>	4.4
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.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (+ 4 months)</p> <p>AIDP Priority 2</p>	<p>4.1</p> <p>4.2</p> <p>4.3</p> <p>4.4</p>

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

Budgeted cost: £17,380

Activity	Evidence that supports this approach	Challenge number(s) addressed
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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (+ 4 months)</p> <p>AIDP Priority 2</p>	<p>4.2</p> <p>4.3</p> <p>4.4</p>
Purchase resources for the Personalised Curriculum Provision Room ensuring it is a	<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>4.2</p> <p>4.3</p> <p>4.4</p>



cal pur en to support the social and emotional well-being of pupils.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning (+4 months) AIDP Priority 2	
Leaders (including Pastoral Lead) to work with families on early intervention plans for attendance, including letters, phone calls and meetings.	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: https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence Leaders act within the guidance stipulated by the Dfe to encourage good attendance of its children. https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities AIDP Priority 1, 2 and 5	5.2 5.3
Broadening experiences for disadvantage d children including school trips, clubs and enrichment opportunities.	The EEF highlights that improvements related to self-confidence and self-efficacy are linked to broadening pupils' experiences outside of the classroom environment. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning AIDP Priority 5	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: £54,540



Review of outcomes in the previous academic

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

During the 2024/5 academic year priority was given to improving the quality of teaching and learning across the school to improve outcomes. This was evident in our improved outcomes in internal data and our published Year 6 SATs data. The quality of the schools CPD programme was highlighted in our Ofsted Report, June 2025, 'They (The leaders) have provided tailored training and coaching so that all staff effectively teach the curriculum,' The school is using PiXL to ensure no child is left behind, promoting keep up, not catch up. This was again acknowledged in our recent Ofsted, 'The forensic approach to analysing what pupils have learned is instrumental in identifying gaps in pupils' knowledge and understanding. The school successfully uses this information to fill these gaps, so all pupils achieve well.'

The school was awarded 'Outstanding' in Personal Development during the recent Ofsted Inspection as a result of the school embedding a culture where we promote pupil responsibilities and leadership opportunities including school councillors, subject ambassadors, sports 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 supports 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.

To provide further ongoing support to families the Pastoral Lead has become Respect trained supporting those families where children cause physical harm to parents and siblings, as well as a domestic violence champion and Nelson Journey's bereaved trained. This has allowed us to respond to the needs of our context and community and offer bespoke support. The level of SEND has significantly increased with 39% of the school cohort on the SEND register. SEND meetings 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 and introduced CUSP for reading and writing, which has raised the standards and expectations at the school. This is evident in lesson delivery, children's books and data.



School data table below highlights the outcomes for children at the end of 2025/26 at the expected standard:

Subject	End of Key Stage 2	
	All children	Pupil Premium
Reading	70%	42.9%
Writing	54%	14.3%
Maths	61%	21.4 %

School data highlights that writing is an area of development (linked to the school's AIDP Key Priority 4).

The results of a 4 year mastery curriculum is demonstrating a positive trajectory in external data as well as children's ability to explain, reason and conjecture which has been evidenced in whole school coaching, learning walks and pupil voice.

Evidence from data collected during Autumn 2025 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. The school liaises with the Local Authority through Targeted Support Meetings each term to ensure any 'stuck' cases are viewed through a multi-agency lens. We will continue to address this on our current strategy so that sustained improvement can be evidenced. See VYED.

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