

Pupil premium strategy statement 2025-2027

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Mary's Catholic Junior Academy
Number of pupils in school	225
Proportion (%) of pupil premium eligible pupils	19.6%
Academic year/years that our current pupil premium strategy plan covers	2025-2027
Date this statement was published	Autumn 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Mrs Samantha Birchall
Pupil premium lead	Miss Alexandra Mowatt
Governor / Trustee lead	Mrs Gill Tuck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,180
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£66,660

Part A: Pupil premium strategy plan

Statement of intent

At St Mary's Catholic Junior Academy, it is our intention that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	From teachers' assessments, gaps in learning have been identified across the curriculum. From this, we identify the need for standardised assessments across the school to ensure that no gaps are left.
2	Attendance and punctuality can be an issue for some of the PP pupils.
3	Social, emotional, mental wellbeing (self-regulation and resilience) and readiness to learn on arrival at school. Discussions with staff, parents and children all inform this decision.
4	Access to the whole curriculum can be hindered for disadvantaged pupils as a result of their lack of phonics knowledge.
5	The definition and awareness of the cultural capital and its benefits to increase the life chances of all pupils is an area highlighted in the School Development Plan. This is particularly relevant for our most disadvantaged children.
6	The gap between pp children and their peers in reading, writing and maths, although beginning to be diminished, needs to continue to be closed.

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
Gaps are identified and pupils achieve expected or better in their assessments	Pupils achieve expected, or better, outcome relative to their starting points, evidenced by data in July 2025.
To achieve and sustain improved attendance and punctuality for our disadvantaged pupils to bring them in-line with our non-disadvantaged pupils.	Attendance and punctuality of disadvantaged pupils is in line with national.
To improve social, emotional and mental wellbeing (particularly self-regulation and resilience) and readiness to learn on arrival at	There are fewer incidents of inappropriate behaviours as evidenced on CPOMS. Staff and parents report that readiness to learn has increased for all children identified.

school for all pupils, particularly our disadvantaged pupils.	
To improve phonics awareness and therefore increase reading attainment for disadvantaged pupils by the end of the academic year (and at the end of KS2)	Pupils make good or better progress in their phonics and accelerated reading assessments evidenced by data July 2025.
Curriculum offer will be ambitious and foster aspiration amongst our pupils. Disadvantaged pupils have a variety of experience and opportunity is line with non-disadvantaged peers. Extra-curricular opportunities to expand our disadvantaged children's experiences and cultural capital will be provided.	Through pupil voice, disadvantaged pupils can articulate aspirations for the future and know how their learning will support this. Through monitoring of books and learning walks, the ARCHES curriculum will be fully embedded to ensure a high-quality curriculum for all disadvantaged learners. High uptake of extra-curricular activities in line with peers.
Diminish the gap between pp children and their peers in reading, writing and maths.	Disadvantaged pupils attain in line with or above national progress measures through assessment on NFER. The gap between disadvantaged and non-disadvantaged is reduced. Monitoring of teaching standards will evidence high quality teaching in all year groups with clear progression evident in children's books. Impact of CPD will be clear through monitoring. Intervention strategy will be fully embedded across school and evident in children's books.

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 £28, 880

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p>Purchase of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standard diagnostic tests will allow us to assess the children thoroughly and identify gaps through question level analysis, inform instruction and tailor teaching and support accordingly.</p> <p>The EEF states: Diagnostic assessment strategies provide frequent, quick opportunities for us to reflect on our pupils' thinking, strengths, and weaknesses: interpreted with skill, they can give useful insights into pupil learning and the next steps we should take as teachers. Diagnostic assessment is crucial for understanding the specific elements of education that pupils are finding challenging, rather than performance in whole subjects. Gaining a thorough knowledge of our disadvantaged pupils' levels of attainment is the first step.</p>	1, 4, 6
<p>To offer an extensive internal and external programme of high quality, evidence-based CPD targeted to individual teacher's and learning assistant's needs and whole school priorities with a sharp focus on high quality first teaching.</p>	<p>High quality teaching is the cornerstone of good pupil development. It is particularly effective at accelerating the progress of disadvantaged pupils, resulting in higher attainment. This is grown through professional development to support the implementation of the curriculum and pedagogy.</p> <p>For the next academic year, we will be looking to spend development time on coaching and mentoring within the staff, working together to improve standards and upskill all staff this way.</p> <p>EEF Guide to the Pupil Premium, September 2024: <i>"We know that high quality teaching is the key to improving pupil outcomes. That is why we heavily invest time and money into effective professional development for our staff. Inset days and staff meetings are a crucial time to develop and enhance teaching practice. We know this time is precious and so it's incredibly important that we use it wisely. Very careful consideration is taken when mapping out staff meetings across the year. We focus on fewer things and getting them right."</i></p>	2,3,4,5,7
<p>To embed a highly effective monitoring programme throughout school to monitor teaching (including pupil progress) and provide support/individualised CPD where required by SLT.</p>	<p>EEF (2021) Effective Professional Development Guide: <i>"High quality teaching improves pupil outcomes and effective professional development offers a crucial tool to develop teaching quality and subsequently enhance children's outcomes in the classroom. Indeed, the review</i></p>	2,3,4,5

	<p><i>underpinning this guidance found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.”</i></p> <p>The Guide discusses the importance of CPD be based on mechanisms in four groups:</p> <p>building knowledge; • motivating teachers; • developing teacher techniques; and • embedding practice.</p>	
To embed feedback policy in line with EEF guidance to ensure maximum possible impact on learning for all pupils.	<p>Meaningful feedback can have a lasting impact of pupils’ progression and understanding, building connections, correcting misconceptions and deepening understanding of concepts. To ensure we are meeting this important need for our children, professional development time and training will be planned and implemented to ensure our staff follow the policy and the policy follows EEF guidance.</p> <p>EEF Guide to Effective Feedback, June 2021: <i>“Feedback should focus on moving learning forward, targeting the specific learning gaps that pupils exhibit.”</i> <i>“Teachers should provide opportunities for pupils to use feedback.”</i> <i>“Verbal methods of feedback can improve pupil attainment.”</i></p>	2,4,5
To embed a high-quality coaching model throughout school to offer peer to peer support to improve teaching standards across school with a focus on early reading for both teachers and teaching assistants.	<p>Coaching and mentoring are valuable tools for professional development in education, particularly in improving teaching quality and supporting teachers, contributing to teacher retention and ultimately benefiting student outcomes.</p> <p>In the academic year 2025-26, there will be a focus on coaching and support between staff members, with input from the All Saints Multi Academy Trust, enabling us to personalise professional development to staff needs and to the needs of the cohort, with a focus on supporting pupil premium children.</p> <p>EEF Guidance to Implementation (2019) states that ‘<i>an increasing body of evidence demonstrates the impact of coaching on improving implementation and learning outcomes.</i>’</p> <p>EEF (2022) School Planning Guide on high quality first teaching: <i>“The ‘five-a-day’ approach identifies these evidence-based ‘best bets’, which research evidence suggests can have a positive impact across phases and for all pupil groups, including those with SEND.”</i></p>	2,4,5

<p>Continue to support staff in RWI programme to secure stronger teaching in phonics for all pupils, through development days and Reading Networks within ASMAT.</p> <p>Access to the RWI portal for staff training and resources.</p>	<p>Evidence shows that teaching phonics is the best way to teach children to read. The EEF considers phonics to be one of the most secure and best-evidenced areas of pedagogy, recommending all schools use a systematic approach to teaching it.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_literacy_-_July-2021.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1</p>	<p>1, 4, 6</p>
<p>Improve the quality of social and emotional (SEL) learning through the employment of a L3 teaching assistant with a pastoral focus.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Implement the PATHS approach to SEL, through training and resources from Barnardo's.</p>	<p>Through the implementation of PATHS (Promoting Alternative Thinking Strategies), a Barnardo's approach to SEL, we will be following a planned series of lessons, to teach social and emotional understanding in dedicated time, following the EEF Guidance into SEL teaching, building skills sequentially across lessons and year groups.</p> <p>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):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>https://www.eif.org.uk/report/adverse-childhood-experiences-what-we-know-what-we-dont-know-and-what-should-happen-next</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</p>	<p>1, 2, 3, 4, 6</p>

	https://www.educationdesty.com/desty-pilot	
Access to White Rose on-demand CPD to allow staff to develop their knowledge and understanding of maths key elements with reference to White Rose.	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</p>	1, 6

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

Budgeted cost: £26,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support</p> <p>Daily phonics/guided reading session in all years</p> <p>Fast track phonics to close gap 1:1</p> <p>Daily read for bottom 20% readers</p>	<p>Read Write Inc Phonics sessions will be timetabled, to ensure all children who have not met the expected standard in their sounds and fluency by the time they start with us at the Junior Academy, are accessing high quality intervention and TA support.</p> <p>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 up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	4

<p>Additional maths sessions – teachers to identify gaps and areas of need following the daily lesson and teaching assistants to use White Rose Maths resources to rectify this on the same day or following day.</p> <p>Ready to progress documents used in to identify and address gaps in knowledge.</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Maths, drawing on evidence-based approaches.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1017683/Maths_guidance_KS_1_and_2.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>https://www.gov.uk/government/publications/research-review-series-mathematics/research-review-series-mathematics</p>	1, 6
<p>Handwriting interventions to enable children to develop their fine motor skills, letter formation and ability to join letters in cursive by the end of Year 6.</p>	<p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183399/DFE-RR238.pdf</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/helping-handwriting-shine</p>	
<p>1:1/small group 'booster' sessions – all Y6 children offered maths and English booster lesson before SATs. After SATs, children in Y5 identified.</p> <p>Early bird TT rockstar club for multiplication tables knowledge.</p>	<p>EEF evidence suggests 5 months additional months progress on average</p>	1,4,6
<p>Intervention teaching assistants to provide targeted academic support</p>	<p>Making best use of Teaching Assistants – EEF report</p> <ul style="list-style-type: none"> - Evidence-based interventions adopted – all with clear starting points and regular monitoring/impact reviews, assessments and end points. 	1, 2, 3, 4, 5, 6


<p>and to skilfully and explicitly link structured 1:1/small group tasks to classroom teaching.</p> <p>Interventions include:</p> <ul style="list-style-type: none"> • IDL (independent but children may need help to access) • SNIP – spellings • White Rose follow-up maths • Handwriting (Write from the Start) • Socially Speaking • Sensory club • Daily readers • Fresh start 	<ul style="list-style-type: none"> - Enhanced by a programme of CPD/appraisal cycle for Teaching Assistants. - Explicit links to classroom teaching made. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £11,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will involve training and release time</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies.</p>	1-6

for staff to develop and implement new procedures.		
Attendance officer to work with families.	<p>Following Covid lockdowns our school attendance data shows that FSM attendance rates are lower than non-FSM attendance rates.</p> <p>Research by the Centre for Social Justice details the national impact of the Covid 19 pandemic upon school attendance – Kids Can't Catch Up If They Don't Show Up. If children miss school, they miss out.</p> <p>https://www.centreforsocialjustice.org.uk/wp-content/uploads/2021/06/Cant_Catch_Up_FULL-REPORT.pdf</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	2
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.	
Implementation of behaviour policy with a focus on relationships and restorative approach.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.educationdesty.com/desty-island</p>	1, 5, 6
Additional L3 TA appointed to support pastorally.	<p>Ofsted's research into community relationships and EEF guidance on working with parents/carers.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</p>	
Consistent application of Pupil of the Day across school	Self-esteem is a vital part of children's ability to learn. Building confidence in children's self is a vital part of developing their independence and resilience, both in the classroom and out of it. Pupil of the day and the regular activity of giving compliments, will build this self-esteem and allow positive perceptions and relationships to grow.	3

	<p>Pupil of the day will also link to home, with those adults surrounding children outside of school hours able to reinforce the concepts, as suggested by the EEF guidance into SEL and shown below.</p> 	
<p>The development of children's self-control and resilience when dealing with a range of emotions.</p>	<p>By differentiating between emotions explicitly in class teaching, the children will then be able to relate to these in their day to day lives. The Yale-New Haven Middle School Social Problem Solving Program (Weissberg, Caplan and Benetto, 1988) is the basis of the Control Signals Poster used as part of the PATHS programme of study. It allows the children to access methods 4 for calming down strong emotions, including the turtle technique.</p>	<p>3</p>

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.

The engagement of the Learning Support Services and Educational Psychologist has continued to support children with additional needs and from disadvantaged background, putting in to place appropriate support and removing barriers to learning that had previously impacted their progress.

We have continued to ensure disadvantaged children had access to the equipment/ resources needed to improve their skills across the curriculum. This developed confidence and maturity amongst our vulnerable learners. We continued to support children that had fallen behind ARE because of a need. Access to ICT equipment continued to help the children progress at an accelerated rate and overcome any barriers.

We continued to identify children who had a particular need or barrier to learning. To support these children we continued to subscribe to the learning tool IDL, allowing the children to access exciting safe online learning activities and builds confidence amongst our vulnerable learners. This tool was used for both intervention and home learning, as it could be accessed both at home and a school. IDL continued to be licenced and logins provided for children who had recently been diagnosed with a need through the Learning Support Service or was signposted by our newly appointed SEND lead.

The directing of staff towards interventions for pupils with a barrier for learning, to ensure children made good progress through the year, allowed us to again put in place a personalised support programme for children who needed intensive provision. Interventions that took place had a positive impact, particularly in relation to Phonics. The interventions put in place also allowed the disadvantaged children in Key Stage 2 to make good progress, including where a learning need affected the ARE of the child, using standardised teacher assessment to judge.

The steps put in place for 2024-25 will work to ensure the progress of the children continues to be at least good and the attainment levels of disadvantaged pupils moves to be more in line with their peers

In 2021-22, PP attendance was 90.57% compared to 94.31% for non-pupil premium.

In 2022-23, PP attendance was 92.67% compared to 94.84% for non-pupil premium.

In 2023-24 PP attendance was 92.7% compared to 94%

Attendance for pupil premium children compared with non-pupil premium children are outlined below:

2024-25	PP	Non PP
Autumn Term	90.6%	95.6%
Spring Term	90.1%	96.8%
Summer Term (1)	91.84%	95.9%

This includes a PP child who is not attending school and has support through her EHCP in order to facilitate a move to specialist provision.

Significant intervention have been implemented for our pupil premium children to increase their attendance including fees paid for pupils in receipt of Pupil Premium who attended the school's outside provider to provide wrap around care, food and uniform packages, and resource packs were delivered. PA meetings were support is given to families to improve attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Computing and DT schemes of work	Kapow
RSHE scheme of work	Ten Ten
Current affairs	Picture News
Music	Charanga
Maths	White Rose
Science	Developing Experts
Phonics	Read, Write, Inc
Multiplication facts	Times Tables Rockstars