

St Ann's Heath Junior School

Pupil Premium Strategy Statement

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	233
Proportion (%) of pupil premium eligible pupils	17.2% - 40 children
Academic year/years that our current pupil premium strategy plan covers	2024/25 to 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Jackie King/ Pip O'Connor
Pupil premium lead	Jackie King/ Pip O'Connor
Governor / Trustee lead	Sue Gammerman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£64,345
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£64,345

Part A: Pupil Premium strategy plan

Statement of intent

At St Ann's Heath Junior School, our aim is to ensure that all pupils, regardless of their background or circumstances, have access to high-quality education and the support they need to thrive. We want all of our children, irrespective of their background or any challenges they face, to develop into well-rounded individuals who demonstrate our school values of Respect, Achieve, Inspire, Strive and Encourage. The pupil premium funding is used to support our disadvantaged pupils in achieving their full potential, both academically, socially and emotionally. By using the funding thoughtfully and strategically, we aim to support our disadvantaged pupils in overcoming barriers to learning, raising their aspirations, and achieving their potential both in school and beyond. This strategy outlines our commitment to narrowing the achievement gap, providing opportunities for enrichment, and creating an inclusive, supportive learning environment.

To achieve this, we aim to continue to improve our high-quality teaching strategies across the school through continued professional development for staff and training opportunities. Additionally, staff will also receive training where necessary to support the delivery of targeted academic interventions.

In addition, our research-based approach supports decisions on how we allocate funding for targeted academic support and wider school strategies. Our approach will be regularly reviewed in line with the school development priorities and evaluated to ensure future decisions are shaped towards meeting the needs of pupils within our school.

Challenges

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

Challenge number	Detail of challenge
1	Children are not secure in reading (phonics and comprehension) when they join the school, which impacts on their ability to access the whole curriculum.
2	Writing is identified as a target area across the school to ensure children make good progress from their starting points, particularly in sentence structure and writing grammatically accurate sentences.
3	Internal and external assessment data indicates that attainment in maths can be lower for disadvantaged pupils.
4	Observations, discussions and tracking have identified that a number of our children require additional support for their mental health and well-being. This is often due to the impact of familial issues and can then impact on wider achievement.
5	Multiple barriers to learning – many of our children entitled to pupil premium also fit into another wider vulnerable group, e.g. SEND, low attendance, impact of trauma, Young Carer
6	Some of the children do not have the same access to a variety of experiences which impacts their view of the world around them. They often require further support to make connections between learning.

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
Improved attainment in reading, with a real focus on bridging the gap between children in receipt of the Pupil Premium and those who aren't.	<ul style="list-style-type: none"> Assessments from Little Wandle demonstrate the positive impact of the programme. Over the years, there are reduced numbers of children accessing Little Wandle as their phonic ability improves. End of KS2 results for reading, show a 'closing the gap' between children who are in receipt of pupil premium funding and those who are not.
Children's sentence structure in writing is improved.	<ul style="list-style-type: none"> More children who are in receipt of pupil premium funding are able to demonstrate the key skills for writing with accurate sentence structure shown in their work.
Improved attainment in maths, with a real focus on bridging the gap between children in receipt of the Pupil Premium and those who aren't.	<ul style="list-style-type: none"> Progress is shown in end of KS2 scaled scores for maths papers, particularly for children who are in receipt of pupil premium funding.
SEMH Barriers related to social, emotional or mental health needs are reduced, thereby enabling pupils to access the full curriculum.	<ul style="list-style-type: none"> Pupil resilience surveys demonstrate a positive trend in terms of support for wellbeing. Staff observations and feedback support more positive wellbeing of pupils. Qualitative data from pupil voice, pupil questionnaires, parent questionnaires supports improved emotional well-being.
Attendance Attendance of all pupils is improved, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> Attendance % increase year on year with persistent absence (PA) rates declining and in line with or below national data. This is for whole school and groups including children who are in receipt of pupil premium funding.
Parental Engagement Parental engagement in pupil's learning is increased.	<ul style="list-style-type: none"> Increased attendance at parents' evenings with a target of 95% of parents attending. Increased number of children being supported at home with reading, homework etc

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: £30,927

Teaching Activity	Evidence that supports this approach	Challenge number addressed
<p>Continued development of Little Wandle across the school – the school's chosen Systematic and Synthetic Phonics Programme (SSP)</p>	<p><i>'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.</i></p> <p><i>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided'.</i></p> <p>EEF, Phonics</p>	<p>1, 5</p>
<p>Implementation of a whole school reading scheme to support with the continued development of reading comprehension skills.</p>	<p><i>'Reading comprehensions strategies involve the teaching of explicit approaches and techniques a pupil can use to improve their comprehension of written text. Many learners will develop these approaches without teacher guidance, adopting the strategies through trial and error as they look to better understand texts that challenge them. However, we know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts'.</i></p> <p>EEF Reading Comprehension Strategies</p>	<p>1, 5</p>
<p>Writing: development of teacher pedagogy through CPD and training opportunities.</p> <p>Continued monitoring of the teaching of writing across the school.</p>	<p><i>'Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning'.</i></p> <p><i>'There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their</i></p>	<p>2, 5</p>

Teaching Activity	Evidence that supports this approach	Challenge number addressed
	<p><i>own learning and overcome challenges themselves in the future'.</i></p> <p>EEF-Improving literacy in Key Stage 2</p>	
Continued professional development of staff to ensure up to date relevant knowledge to support children.	<i>'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.'</i>	

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

Budgeted cost: £16,192

Targeted Academic Support Activity	Evidence that supports this approach	Challenge number addressed
Rapid catch up and fluency sessions for small groups of children identified through baseline testing and summative tests.	<p><i>'Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely due to the explicit nature of the instruction and the intensive support provided'.</i></p> <p>EEF Phonics</p>	1, 5
Interventions led by support staff to specific children, identified in pupil progress meetings.	<p><i>'Evidence suggests that targeted deployment, where teaching assistants are trained to deliver an intervention to small groups of individuals has a higher impact (EEF)'.</i></p> <p><i>'However, well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and 'catch-up' with previously higher attaining pupils'.</i></p> <p>EEF Teaching Assistant interventions</p>	1, 2, 3, 4, 5, 6
Small group sessions for writing and maths led by a teacher.	<p><i>'The average impact of small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective'.</i></p> <p><i>'Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition'.</i></p> <p>EEF, small-group-tuition</p>	2, 3, 5

Targeted Academic Support Activity	Evidence that supports this approach	Challenge number addressed
Interventions such as pre-teach led by teachers.	'Evidence shows that pre-teach and small group support has a high impact on pupils learning due to individualised nature of the learning. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners needs explains this impact'. (EEF)	

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

Budgeted cost: £18,735

Wider Strategy Activity	Evidence that supports this approach	Challenge number addressed
Supporting pupils' social and emotional needs through the school's Emotional Literacy Support Assistant (ELSA)	<p><i>'Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</i></p> <p><i>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment'.</i></p> <p>EEF, Social and Emotional Learning</p> <p><i>'ELSAs are warm, kind and caring people who want to make children and young people feel happy in school. and to reach their potential socially, emotionally and academically. They understand the barriers to learning that some children and young people might have and can help them with this.</i></p> <p><i>They can support the children and young person's emotional development and help them cope with life's challenges. ELSAs will also help children and young people to find solutions to problems they might have'.</i></p> <p>Taken from the ELSA Support website</p> <p><i>'Effective pastoral care is linked to academic engagement and performance (Furrer & Skinner, 2003), fostering strong relationships among learners. These factors have been identified as solutions to improve poor attendance and other forms of absenteeism (Reid, 2003) and enhance resilience and, hence, academic outcomes in learners (Best, 2014)'.</i></p> <p>EEF, Social and Emotional Learning</p>	4, 5, 6

Wider Strategy Activity	Evidence that supports this approach	Challenge number addressed
Support children with building connections and developing resilience through nurture	<p><i>'We know that nurture helps children and young people to develop the vital social skills, confidence and self-esteem needed for them to become ready to learn. This tried and tested method is underpinned by both theory and research in order to make a practical difference in pupils' lives by ensuring they have the support they need to flourish'.</i></p> <p>Nurtureuk, https://www.nurtureuk.org/</p>	4, 5, 6
Supporting pupil attendance	<p><i>'Some pupils find it harder than others to attend school and therefore at all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place. Securing good attendance cannot therefore be seen in isolation, and effective practices for improvement will involve close interaction with schools' efforts on curriculum, behaviour, bullying, special educational needs support, pastoral and mental health and wellbeing, and effective use of resources, including pupil premium'.</i></p> <p>DfE Working together to improve school attendance - August 2024.pdf</p>	4, 5
Funding for enrichment activities/ cultural capital/ resources (e.g. trips, residential visits)	<p>Support for families to ensure that all children can access the same enrichment activities.</p> <p><i>'...non-academic activities may also provide free or low-cost alternatives to sport, music and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school'. (EEF)</i></p>	4, 5, 6

Total budgeted cost: £ 65,854

Part B: Review of 2024 – 2025 academic year

Outcomes for disadvantaged pupils

Review of 2024 – 2025 academic year

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

YEAR 6 (2024 – 2025 COHORT)

Our year 6 cohort consisted of 74 pupils, of which 13 pupils (18%) were on our Pupil Premium register. Of these, 5 pupils were also on the SEND register.

KS1 data for this cohort:

Reading – 67% working below expected level at end of KS1, compared to 19% of non-pupil premium pupils.

Writing – 89% working below expected level at end of KS1, compared to 21% of non-pupil premium pupils.

Maths – 66% working below expected level at end of KS1, compared to 17% on non-pupil premium pupils.

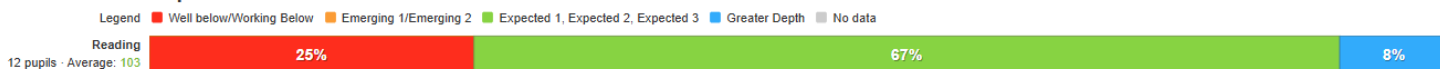
The KS1 data was all teacher assessed data as there was no official end of KS1 data due to Covid-19.

Review of 2024 – 2025 academic year

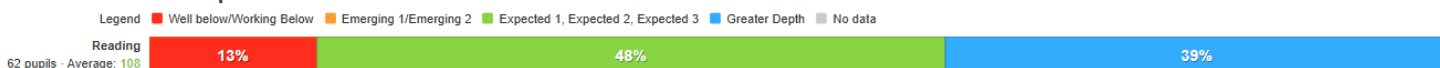
This cohort had their education disrupted in years 1 and 2 of their schooling due to school closures due to Covid-19.

End of year 6 – KS2 SATs attainment data for Reading and Maths/ Teacher assessment for writing

Pupil Premium



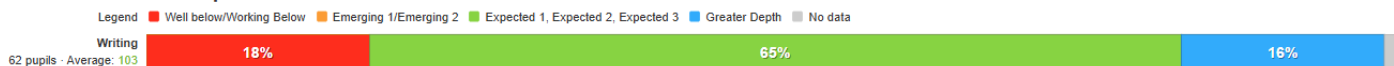
Not Pupil Premium



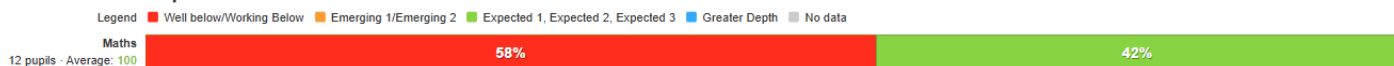
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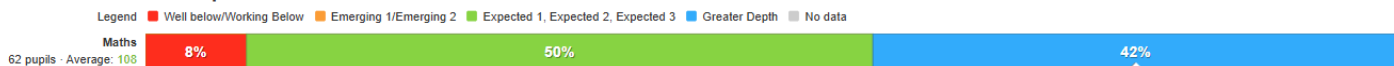
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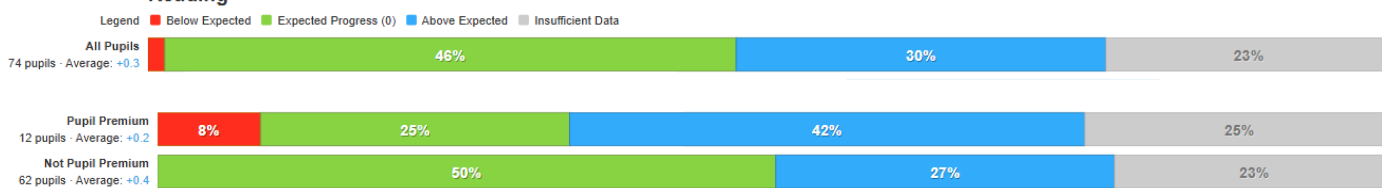
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Reading – 3/12 (25%) did not reach the expected level compared to 8/62(13%) of non-pupil premium pupils.
 Writing – 4/12 (33%) reached expected or greater depth within writing. Of the 8 who didn't reach expected, 5 were on the SEND register. 40/62 (65%) of non-pupil premium pupils reached expected.
 Maths – 5/12 (42%) did reach expected compared to 57/62 (92%) of non-pupil premium pupils.

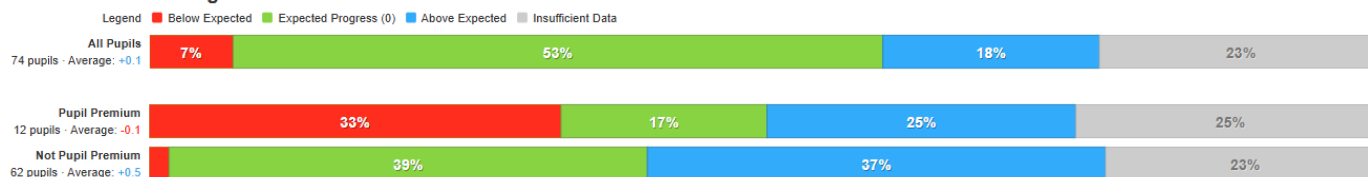
Progress data at the end of KS2

Reading



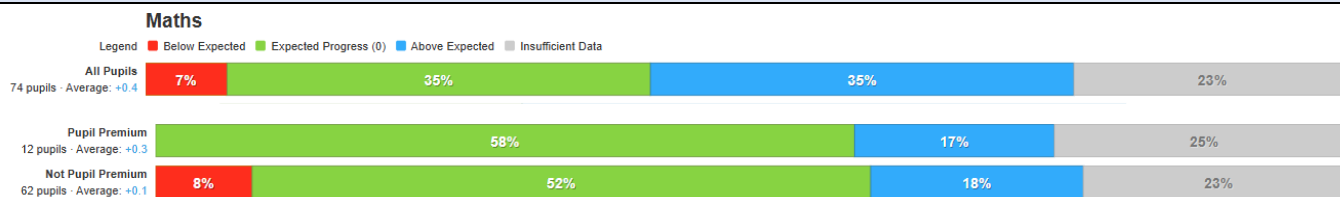
Reading – only 1 pupil did not make the expected progress, 8 pupils made expected progress, 3 pupils had no prior data. 67% made expected progress compared to 77% of non-pupil premium pupils.

Writing



Writing – 75% (9 pupils) made the expected progress compared to 70% of non-pupil premium pupils. Of the 9 pupils, 2 pupils made better than expected progress.

Review of 2024 – 2025 academic year



Maths – 42% (5 pupils) made expected progress, with 3 of these pupils making more than expected progress.

Academic intervention

Throughout the last academic year, there were a number of academic interventions run to support children, such as maths pre-teach, pre-teach vocabulary, Colourful Semantics, Little Wandle Rapid Catch Up, Semantic Links, Numberstacks and handwriting support.

35 children in receipt of pupil premium funding accessed 1 or more academic intervention.

Attendance Review

Attendance of pupils in receipt of the pupil premium funding is tracked separately.

	National 2024 – 2025 %	School data 2024 - 2025 %	School data 2023 - 2024 %	School data 2022 – 2023 %
Whole School Attendance	94.8%	95.4%	94.2%	93.5%
Whole School Persistent Absence	13.5% (prim)	10.4% (29chn)	14.5% (42chn)	20.9%
Pupil Premium Attendance	89.4%	93.1% (50chn)	91.9% (57chn)	90.4% (56chn)
Pupil Premium persistent absence	33% (all schools)	18% (9chn)	26.3% (15chn)	25% (14chn)

Attendance for pupils entitled to Pupil Premium funding has showing improvement over the last two academic years. Attendance is above the national figure for this group of children.

Persistent absence for this group of children has significantly improved showing the targeted interventions are having an impact. Persistent absence although higher than the whole school figure of 10.4% was below the national figure of 33%.

The Attendance Lead worked closely with families where attendance was of concern to support through phone conversations, meetings, home visits and supporting children in school with their emotional health and well-being. Liaison with Surrey Attendance Service to support families where needed.

SEMH intervention

The school provides a range of social, emotional and mental health interventions to support children. These include social communication groups, Emotional Literacy Support Assistant (ELSA) sessions, therapeutic support and Drawing and Talking. 23 pupils in receipt of pupil premium funding accessed some form of SEMH support over the last academic year, with some accessing more than one form of support.

Based on all the information above, the performance of our disadvantaged pupils is on track to achieve the outcomes we have set. It is important to consider the cohort related factors when looking at performance of year groups.

Our evaluation of the approaches delivered last academic year indicates that our phonics scheme is particularly effective in supporting disadvantaged pupils and this will continue into the next academic year. Our pastoral provision is a strength of the school and we will look to extending this further.

Review of 2024 – 2025 academic year

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle Rapid Catch Up
TT Rockstars	Maths Circle Ltd
Spelling Shed	Education Shed
Widget symbols based communication	Widgit
NumberStacks - A programme developed to support children master the foundations of the number system.	NumberStacks