

Pupil premium strategy statement 2024-2025

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 Laurence Junior Academy
Number of pupils in school	129
Proportion (%) of pupil premium eligible pupils	65.89%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2025
Date this statement was published	14.11.2024
Date on which it will be reviewed	15.11.2025
Statement authorised by	Sarah Graham - HT
Pupil premium lead	Sarah Mountjoy - SENCo
Governor / Trustee lead	Sharon Cutler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£140,600
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 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£140,600

Part A: Pupil premium strategy plan

Statement of intent

At St. Laurence in Thanet CE Junior Academy, we utilise our Pupil Premium Grant funding to ensure that Pupil Premium-eligible pupils receive the highest quality education, enabling them to fulfil their potential and thrive both academically and socially.

St. Laurence in Thanet CE Junior Academy is located in Ramsgate, Kent. We currently have one Year 3 class, one Year 4 class, one Year 5 classes, and two Year 6 classes. At present, 65% of the children in our school are eligible for Pupil Premium funding.

Our Ultimate Objectives

We aim to:

- **Narrow the attainment gap** between disadvantaged pupils and their non-disadvantaged peers.
- Ensure that all Pupil Premium children can read confidently and access all areas of the curriculum.
- Overcome both academic and non-academic barriers (e.g., attendance, behaviour, and wellbeing) to attainment.
- Meet the pastoral, social, and emotional needs of pupils, equipping them with skills for resilience and self-regulation.

- Engage Pupil Premium children in a variety of extra-curricular opportunities, activities, and roles/responsibilities within the school community.
- Foster a love of learning and raise their lifelong aspirations.
- Develop their sense of belonging and understanding of their value and contribution to the school and wider community.

Achieving Our Objectives

To meet these objectives, we will:

- Ensure all pupils benefit from **quality-first teaching** through the provision of high-quality Continuing Professional Development (CPD) for staff.
- Provide **1:1 or small group targeted support** led by qualified teachers to address specific learning gaps.
- Deliver **research-based Teaching Assistant intervention groups** tailored to meet pupils' individual needs.
- Offer a range of **pastoral and emotional support** programmes to address social and emotional challenges.
- Provide **support for attendance** to ensure children are in school and ready to learn.

By taking these actions, we aim to create an inclusive environment where all Pupil Premium children can flourish, both within and beyond the classroom.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance –</p> <ul style="list-style-type: none">• Attendance data indicates that attendance among disadvantaged pupils is lower compared to their non-disadvantaged peers.• Persistent absence rates are higher among disadvantaged pupils.• Internal data shows that pupils with poor attendance are less likely to make expected progress.
2	<p>Well-being</p> <ul style="list-style-type: none">• Internal well-being data (e.g., Thrive assessments, Leuvan scales, TLM, behaviour records, and exclusions) reveals that many children are struggling with their mental and emotional well-being.
3	<p>Reading Achievement</p> <ul style="list-style-type: none">• Internal data highlights that Pupil Premium children underperform in reading, which affects their ability to access all areas of the curriculum.• Staff surveys indicate that Pupil Premium children are less likely to be heard reading at home compared to their non-Pupil Premium peers.
4	<p>Core Subject Achievement</p> <ul style="list-style-type: none">• Internal data shows that Pupil Premium children do not achieve as well in all core subjects compared to their peers.
5	<p>Aspirations and Life Experiences</p> <ul style="list-style-type: none">• Observations and discussions with pupils and staff indicate a lack of aspirations among children.• Many children have limited life experiences, such as not visiting the theatre or going to the beach, which impacts their broader learning and development.

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
<i>To achieve and sustain improved attendance for all pupils</i>	<ul style="list-style-type: none"> • School attendance will be at least in line with the national average. • Overall absence rates to be no higher than 6%. • Persistent Absence (PA) rates to be reduced by 5%.
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</i>	<p>Improved and sustained high levels of well-being from 2023-24, demonstrated by:</p> <ul style="list-style-type: none"> • Results from Leuvan questionnaires. • Increased participation in extracurricular activities. • Positive feedback from pupil voice surveys.
<i>Exclusion continue to reduce and SEMH is not impacting on children's readiness to learn</i>	<ul style="list-style-type: none"> • Reduction in the number of exclusions. <ul style="list-style-type: none"> ◦ Where exclusions are used, the number of incidents per individual child will decrease. • Behaviour tracking on Bromcom will reflect reductions in behaviour incidents and exclusions.
<i>Improved reading outcomes among disadvantaged pupils</i> <i>The gap between in school data shows the gap diminishing</i>	<p>Teacher assessment July 24 EXS+ PP 50% Not PP 65% The gap between PP and non PP is 15% Reading ages show accelerated progress.</p>

<p><i>Writing outcomes are at least in line with national average for all pupils..</i></p> <p><i>PP pupils will make accelerated progress so that the in school difference between PP and non PP pupils is diminished</i></p>	<p>Teacher assessment July 24 EXS+</p> <p>PP 29%</p> <p>Not PP 52%</p> <p>Knowledge gaps identified and addressed to improve progress and raise attainment</p>
<p><i>Maths outcomes are at least in line with national average for all pupils..</i></p> <p><i>PP pupils will make accelerated progress so that the in school difference between PP and non PP pupils is diminished</i></p>	<p>Teacher assessment July 24 EXS+</p> <p>PP 50%</p> <p>Not PP 69%</p> <p>Knowledge gaps identified and addressed to improve progress and raise attainment</p> <p>Improvements are seen in children who are working below age expected .</p>
<p><i>Curriculum Enrichment</i></p> <p>Ensuring that our curriculum meets the needs of our children who have limited life experiences</p>	<p>Children will engage in enriching experiences that deepen their understanding of the topics covered.</p> <p>Feedback from pupil consultations, as well as subject leader monitoring of themed days, workshops, and visitors, will reflect children's enjoyment and comprehension of the topics.</p>

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: £ 2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>NFER assessments</u> NFER provides a tracking system that helps to identify children needing further support. Assessments enable gaps to be identified to inform future planning	Our experience has shown that using an assessment that enables teachers to identify gaps in learning informs future planning. This then ensures the correct support is in place for the areas of weakness EEF Blog: New case studies - Making effective use of diagnostic... EEF (educationendowmentfoundation.org.uk)	3 , 4
<u>Purchase additional reading books</u> Purchase books for the AR levels that have limited numbers of books	Our previous experience showed that where there were limited books in a level, children were moving on too quickly and not consolidating their skills at the right level Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	3,4,

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

Budgeted cost £100,394.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>1 additional TAs to deliver quality academic interventions</u> Children who require additional support are receiving time limited support</p> <p><u>Contribution towards non class based Pastoral Team</u> SENCo, pastoral TA and Thrive practitioner to be available to support children SEMH needs through delivering interventions and 1:1 support as needed Working with parents and LA to address issues of attendance and lateness</p>	<p>We have found that when interventions are delivered consistently and carefully monitored the pupils make accelerated progress <u>Making Best Use of Teaching Assistants EEF</u> <u>(educationendowmentfoundation.org.uk)</u></p> <p>Children are identified as struggling in class and will be supported by the pastoral team as to deliver emotional support/interventions to these children. Pastoral TA and Thrive practitioner are also trained ELSA support assistants. SENCo will additionally be a Thrive practitioner by February 2025. PP pupils have a high rate of persistent absence and lateness than non PP pupils and this has an impact on how the children settle in class and their ability to make progress. Pastoral team to support the children with SEMH needs to enable them to be in school and ready for learning Internal Attendance Data Exclusion records</p> <p><u>Social and emotional learning</u> <u>Mental health and wellbeing provision in schools</u></p>	<p>3,4</p> <p>1,2,3,4,</p>
<p><u>General maths and English support strategies</u></p>	<p>We have introduced KIRFs (Key Information Recall of Facts), Numberstacks, White Rose and have joined the Maths hub. <u>Mastery learning EEF (educationendowmentfoundation.org.uk)</u></p>	<p>3,4</p>

	<p>Internal assessment and monitoring shows that many children have a gap between their reading ability and spelling. Subscriptions to Spelling shed, Spag.com. Reading plus subscription to focus on the fluency and speed of reading in school.</p> <p><u>Reading plus EEF trial</u> <u>Improving literacy in KS2</u></p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 37,689.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Curriculum enrichment</u> Themed days and resources to engage the children in their learning will be purchased</p>	<p>Our children often have limited life experiences and many have low aspirations for the future. Through using hooks into learning more children are engaged in learning.</p> <p><u>Arts participation EEF (educationendowmentfoundation.org.uk)</u></p>	5
<p><u>Purchase of uniform</u> Many of our families struggle to provide the correct uniform. This can impact on a child's self-esteem and attendance. Remaining</p>	<p>Children will be identified if they do not have correct uniform /PE kit. Items will be purchased. In school observations are that children will avoid school or behaviour can decline. Children will try and hide when they do not have the correct uniform</p> <p><u>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</u></p>	1, 2
<p><u>Provide short term breakfast club for those who need it.</u></p>	<p>Children arrive at school unable to focus on their learning due to not having had breakfast. Toast will be provided</p> <p><u>Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)</u></p>	2
<p><u>Mini bus</u></p>	<p>List of children being picked up attendance tracking data</p>	1,4

Used to pick up children identified as having poor attendance	Attendance awards Evidence of meetings with parents and attendance officers Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	
<u>Alternative Provision</u>		
<u>Rewards</u> Rewards such as house point badges, Shining Star etc. purchased	Positive reinforcement supports children's attitudes to learning and self- esteem. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	1,2
<u>Rewards Trolley</u> Rewards to be purchased that children can exchange for DOJO points	Internal behaviour records show an increase in positive behaviour points Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk)	2, 4
<u>Forest School</u> Outdoor adventure learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access.	Adventure education will involve collaborative learning experiences with a high level of physical (and often emotional) challenge. Practical problem-solving, explicit reflection and discussion of thinking and emotion (metacognition and self-regulation) will also be involved. All year groups to have 6 mornings at Northbourne Forest School. Outdoor Adventure Learning EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,5
<u>Outdoor wear for Forest School</u> Wellies and waterproof suits purchased	All pupils will be suitably dressed to take part in outdoor learning. Outdoor Adventure Learning EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,5
<u>Counselling</u>	Children will show improved scores on emotional scales Improvement in scores on Leuvan scale.	2

Counsellor in school for 1 day a week to work with identified children who have suffered significant trauma.	<u>Improving Social and Emotional Learning in Primary Schools EEF</u> (educationendowmentfoundation.org.uk)	
<u>Removal of Financial Barriers for Swimming</u>	Addressing material poverty directly, if necessary (e.g. paying for swimming lessons, swimming uniform) is one method addressed to successfully support Disadvantaged pupils.	

Total budgeted cost: £ 140,583.85

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.

1. Attendance data

While PP children remain the group requiring ongoing monitoring, systems have been established to ensure any issues are promptly identified and escalated when necessary. Our attendance figures from the last academic year were 90.6% for all pupils and 88.5% for PP pupils. These figures are influenced by the number of children on reduced timetables throughout the academic year.

2. Well-being

Pastoral care has been instrumental in preventing suspensions for some children. It has also provided support for those who manage better in school knowing they can access the Nurture Room when needed. Having an additional non-class-based TA ensures children have the opportunity to talk through their concerns, helping to maintain a calm environment and minimise disruptions to learning. This approach has contributed to a decrease in suspensions during the 2022–2023 academic year and was reflected in our Outstanding grading in personal development from Ofsted.

3. & 4 Core Subject and Reading Achievement

PP children benefit from targeted support through high-quality interventions, and their progress reflects this. The use of Provision Map software has enhanced our ability to track interventions more thoroughly and generate cost reports, ensuring that the interventions we run deliver the greatest impact relative to their cost.

KS2 Statutory Assessments	Outcomes 2023
Pupils achieving the expected standard in combined Reading, Writing, Maths in Year 6	46% (nat ave 59%) (52% if exclude 4 new pupils and 57% if exclude pupils disapplied from tests)
Proportions of pupils below expected at KS1 achieving the expected standard in Reading, Writing, Maths in Year 6	Reading 22% Writing 17% Maths 17%
Proportions of pupils achieving expected at KS1 achieving the expected standard in Reading, Writing, Maths in Year 6	Reading 68% Writing 68% Maths 79%
Proportions of pupils achieving Greater Depth at KS1 achieving the expected standard in Reading, Writing, Maths in Year 6	Reading 93% Writing 86% Maths 93%
Pupils achieving the expected standard in Year 6 Reading Writing GPS Maths	Reading 29/54 = 54% (Nat 73%) Writing 28/54 = 53% (Nat 71%) Maths 31/54 = 58% (Nat 73%) GPS 25/54 = 47% (Nat 72%)
Proportions of disadvantaged pupils achieving the expected standard in Year 6 Reading Writing GPS Maths	Reading = 46% Writing = 41% Maths = 51% GPS = 41%
Proportions of pupils achieving higher than expected/ greater depth in reading, writing and maths.	Reading = 10/54 – 18% Writing = 1/54 – 2% Maths = 5/54 – 9% GPS = 2/54 – 4%

5. Aspirations and Life Experiences

We have developed a Life Skills Curriculum, ensuring all children have access to enriching experiences, including Forest School. Funding has also enabled us to support more families financially, allowing their children to participate in a range of enrichment activities, such as trips to the theatre. Without this support, many of these opportunities would not be possible due to the financial constraints faced by some parents.

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

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.