

Pupil premium strategy statement 2025-2026

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	120
Proportion (%) of pupil premium eligible pupils	72.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	11.11.2025
Date on which it will be reviewed	11.11.2026
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	£123,472.00
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	£123,472.00

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 in Ramsgate, Kent. We currently have two mixed Year 3/4 classes, one Year 5 class and one Year 6 class. At present, 72.5% of the children in our school are eligible for Pupil Premium funding.

Our Core Objectives

We aim to:

- Close the attainment gap between disadvantaged pupils and their peers.
- Enable all Pupil Premium pupils to become confident, fluent readers who can access the full curriculum.
- Remove barriers to learning, whether academic or non-academic, such as attendance, behaviour, or wellbeing.
- Support pupils' pastoral, social, and emotional development, helping them build resilience and self-regulation skills.
- Broaden experiences through participation in extra-curricular activities, enrichment opportunities, and leadership roles.
- Inspire a lasting enthusiasm for learning and raise aspirations for future success.
- Strengthen pupils' sense of belonging, self-worth, and understanding of their place in the school and wider community.

Achieving Our Aims

To achieve these aims, we will:

- Maintain high standards of teaching through ongoing, evidence-based professional development for all staff.
- Provide precise, targeted support through 1:1 and small-group interventions led by skilled teachers.
- Deliver structured, research-informed support from teaching assistants, matched to individual learning needs.
- Offer a comprehensive range of pastoral and emotional interventions to promote wellbeing and readiness to learn.
- Implement effective attendance support, ensuring pupils are in school, engaged, and making progress.

Through these approaches, we strive to build a nurturing, inclusive culture where every Pupil Premium child can thrive academically, socially, and emotionally.

Challenges

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

Challenge number	Detail of challenge
1	Attendance • Attendance for disadvantaged pupils remains below that of their non-disadvantaged peers. • Persistent absence continues to be notably higher within this group. • Analysis shows a clear link between low attendance and reduced academic progress.
2	Wellbeing • Data from Thrive assessments, behaviour logs and exclusion records indicates that several pupils experience ongoing emotional and mental health challenges. • These difficulties often impact engagement, resilience, and readiness to learn.
3	Reading Achievement • Internal assessment data shows that disadvantaged pupils continue to perform below their peers in reading, limiting access to the wider curriculum. • Staff feedback highlights that these pupils are less likely to read regularly at home or receive adult support with reading.
4	Core Subject Achievement

	• Across English, mathematics, and wider curriculum areas, disadvantaged pupils continue to attain lower outcomes than their non-disadvantaged peers. • Gaps are particularly evident where attendance or wellbeing concerns are also present.
5	Aspirations and Life Experiences • Pupil voice and staff observations suggest that some disadvantaged pupils have lower aspirations and limited awareness of future opportunities. • Many have fewer cultural or enrichment experiences beyond school, such as visits to museums, theatres, or local landmarks, which affects their confidence and general knowledge.

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>	Whole-school attendance to be at least in line with national averages, with overall absence remaining below 6% and persistent absence reduced by at least 5% compared with the previous academic year.
<i>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils</i>	Sustained improvement in wellbeing outcomes demonstrated through Thrive assessments and pupil voice. There will be increased participation in extracurricular and enrichment activities and pupil feedback will evidence a stronger sense of belonging, confidence and readiness to learn.
<i>Exclusion continue to reduce and SEMH is not impacting on children's readiness to learn</i>	Fewer fixed-term exclusions will be recorded across the school, with a reduction in repeat incidents for pupils previously excluded. Bromcom data will evidence a downward trend in significant behaviour incidents and improved emotional regulation.
<i>Improved reading outcomes among disadvantaged pupils The gap between in school data shows the gap diminishing</i>	In-school data will evidence a closing of the attainment gap between disadvantaged and non-disadvantaged pupils. By July 2026, assessments will show PP at 55% and non-PP at 70%,

	reducing the gap to 15%. Reading ages will show accelerated progress compared with prior attainment, and engagement with reading both in school and at home will increase.
<i>Writing outcomes are at least in line with national average for all pupils..</i> <i>PP pupils will make accelerated progress so that the in-school difference between PP and non PP pupils is diminished</i>	By July 2026, assessments will show PP broadly in line with non-PP, evidencing a diminishing gap. Knowledge gaps will be clearly identified and addressed through targeted teaching and intervention, leading to improved progress and raised attainment.
<i>Maths outcomes are at least in line with national average for all pupils..</i> <i>PP pupils will make accelerated progress so that the in school difference between PP and non PP pupils is diminished</i>	By July 2026, teacher assessments will show PP at 60% and non-PP at 75%, evidencing a diminishing gap. Knowledge gaps will be identified and addressed through precise teaching and support, ensuring improved progress and attainment, particularly for pupils working below age-related expectations.
<i>Curriculum Enrichment</i> Ensuring that our curriculum meets the needs of our children who have limited life experiences	Pupils will engage meaningfully in enriching experiences that deepen their understanding of curriculum topics. Pupil consultations and subject leader monitoring of themed days, workshops and visitors will reflect pupils' enjoyment, engagement and improved comprehension across subjects.

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: £1,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>NFER assessments</u> The use of NFER assessments provides a reliable means of tracking progress and identifying pupils who require additional support. The diagnostic nature of these assessments enables teachers to pinpoint specific gaps in learning, ensuring that subsequent planning and interventions are precisely targeted to address areas of weakness.	Our experience demonstrates that this approach strengthens teaching and learning by allowing staff to adapt provision based on clear evidence, leading to more effective support and improved pupil outcomes. EEF Blog: New case studies - Making effective use of diagnostic... EEF (educationendowmentfoundation.org.uk)	3 , 4

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

Budgeted cost £91,590.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Contribution towards non class based Pastoral Team</u> The SENCo, Pastoral TA, and Thrive Practitioner provide targeted support for	Pupils identified as struggling in class receive tailored emotional and behavioural support delivered by trained staff. Both the Pastoral TA and Thrive Practitioner are qualified ELSA practitioners and the SENCo also holds Thrive Practitioner accreditation.	1,2,3,4

pupils with social, emotional, and mental health (SEMH) needs through a combination of individual interventions, group sessions, and 1:1 pastoral work. The team also works closely with parents, external professionals, and the Local Authority to address concerns around attendance and punctuality.	Disadvantaged pupils continue to have higher rates of persistent absence and lateness than their peers, which affects their readiness to learn and overall progress. The pastoral team's role is to reduce these barriers by promoting regular attendance, supporting emotional wellbeing, and improving engagement in learning. Impact will be monitored through internal attendance data, exclusion records, and pupil progress measures, in line with EEF guidance on social and emotional learning and mental health provision in schools. <u>Social and emotional learning</u> <u>Mental health and wellbeing provision in schools</u>	
<u>General maths and English support strategies</u>	We have introduced GPS KIRFs (Key Information Recall of Facts) alongside maths KIRFs, Numberstacks, and the White Rose Maths scheme, and have joined the local Maths Hub to strengthen consistency and promote a mastery approach to learning. This aligns with the EEF's guidance on Mastery Learning, supporting pupils in developing fluency, reasoning, problem-solving and recall skills through small, carefully sequenced steps. The GPS KIRFs focus on rapid recall of key grammar, punctuation and spelling knowledge, ensuring that pupils can confidently apply these skills in writing and reading comprehension. Internal assessment and monitoring indicate that many pupils display a gap between their reading ability and spelling. To address this, we have invested in Spelling Shed and Spag.com to strengthen spelling accuracy and grammar knowledge, while Reading Plus supports fluency, comprehension and reading stamina, in line with findings from the EEF's Reading Plus trial and guidance on Improving Literacy in Key Stage 2. We also use standardised spelling age assessments, the IDL Literacy Screener to help identify dyslexic tendencies and Accelerated Reader with Junior Librarian to track and monitor reading progress. In addition, Language Link is used to identify speech, language and communication needs and to deliver targeted SALT interventions, ensuring pupils receive early and effective support to strengthen their understanding and use of language.	3,4

	Mastery learning EEF (educationendowmentfoundation.org.uk) Reading plus EEF trial Improving literacy in KS2	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £26,998.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Curriculum enrichment</u> Themed days, workshops and engaging curriculum resources to provide meaningful hooks into learning.	Our pupils often have limited life experiences and low aspirations. Enriching curriculum opportunities improve engagement, motivation and cultural capital. Arts participation EEF (educationendowmentfoundation.org.uk)	4, 5
<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	Financial hardship can affect self-esteem and attendance. Ensuring pupils have correct uniform promotes inclusion and readiness to learn. EEF: Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1, 2
<u>Breakfast and After-School Club Provision</u> – Short-term access for pupils identified as needing additional support.	Children arriving without breakfast often struggle to concentrate. Providing food improves focus, attendance and wellbeing. Breakfast clubs found to boost primary pupils' reading writing... EEF (educationendowmentfoundation.org.uk)	1,2,4
<u>Minibus (including diesel)</u> – Used to collect pupils with poor attendance or punctuality and for curriculum enrichment trips.	Direct transport removes a key barrier to attendance and engagement. Attendance data and parental meetings evidence improvement. Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)	1,4, 5

<u>Alternative Provision</u> - Access to short-term placements for pupils requiring SEMH or behavioural support.	Bespoke provision supports re-engagement and prevents exclusions, promoting long-term academic stability. <u>Relationships in AP</u> <u>Effective AP</u>	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.	Outdoor learning enhances teamwork, self-esteem and problem-solving. It also provides opportunities for pupils with limited life experience. <u>Outdoor Adventure Learning EEF</u> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	2,5
<u>Counselling</u> Weekly on-site counselling sessions for pupils affected by trauma, anxiety or bereavement.	Emotional wellbeing directly affects engagement and attainment. Counselling supports resilience and self-regulation. <u>Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)</u>	2 , 4

Total budgeted cost: £119,588.70

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 2024 to 2025 academic year.

1. Attendance data

Attendance continues to be a key area of focus. Whole-school attendance for 2024–2025 was 91.9%, with disadvantaged pupils at 90.6%. Although this remains below national averages, persistent absence rates have shown a downward trend compared to the previous academic year. Strengthened home–school communication has supported improvements for several high-profile families. Attendance monitoring systems are now embedded, ensuring early identification and intervention where concerns arise.

2. Well-being

The expanded pastoral team, including the Thrive practitioner and ELSA-trained staff, has significantly strengthened emotional support. The impact of this provision is reflected in reduced behaviour incidents, fewer suspensions, and improved engagement from pupils identified as at risk of exclusion. Pupil voice and Leuven well-being assessments indicate an increase in pupils reporting that they feel safe, supported, and able to talk to an adult in school. Counselling sessions and targeted SEMH interventions have improved resilience and readiness to learn, particularly for pupils with complex needs.

3. & 4 Core Subject and Reading Achievement

Pupil Premium pupils continued to make steady progress across all core subjects in 2024–2025, with attainment gaps gradually narrowing compared with non-disadvantaged peers. Interventions funded through the pupil premium—such as targeted small-group teaching, Reading Plus, and structured maths support using KIRFs and Numberstacks—had a measurable impact on progress, particularly in writing and maths.

Although overall SATs outcomes remain below national averages, internal assessment data shows that disadvantaged pupils made progress from their starting points. The most notable gains were in writing and maths, where outcomes improved significantly from the previous year. Reading progress was more variable, influenced by several late arrivals to Year 6 and a small number of pupils with persistent attendance issues.

Provision Map tracking and teacher assessments demonstrate that, where interventions were sustained and attendance was consistent, pupil premium pupils made strong gains in fluency, comprehension, and arithmetic confidence.

KS2 Statutory Assessments

- Pupils achieving the expected standard in combined Reading, Writing, Maths in year 6 - 54% (national 62%). Excluding data that is being disapplied 61%.
- Pupils achieving the expected standard in Reading, Writing, Maths in year 6 -

2025	Reading	Writing	Maths	GPS	Combined
EXS+ St L	56%	71%	63%	52%	54%
EXS+ National	75%	72%	74%	73%	62%

- Proportion of disadvantaged pupils achieving the expected standard in combined Reading, Writing, Maths in year 6 – Reading -45%, Writing - 69%, Maths - 55%
- Proportion of disadvantaged pupils achieving the GDS standard in combined Reading, Writing, Maths in year 6 - Reading - 21%, Writing - 4%, Maths - 15%

5. Aspirations and Life Experiences

Funding has ensured equal access to enrichment experiences, including Forest School, theatre visits, and themed curriculum days. Feedback from pupil voice activities highlights the positive impact of these opportunities on confidence, aspiration, and enjoyment of learning. Participation in these activities has broadened pupils' experiences and supported their social development. Staff have observed that pupils demonstrate greater curiosity and engagement when linking learning to real-world experiences.

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.