Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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. Saviour's C.E Junior
Number of pupils in school	367
Proportion (%) of pupil premium eligible pupils	32%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-26 and 2026-27
Date this statement was published	October 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Nick Bonell
Pupil premium lead	Nick Bonell
Governor	Emma Priest

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£184,060
Recovery premium funding allocation this academic year	£27,005
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	£1,884,624

Part A: Pupil premium strategy plan

Statement of intent

St. Saviour's C.E Junior seeks to eliminate gaps in attainment between pupil eligible for pupil premium and 'All Pupils'. Despite our relatively leafy surroundings, we know our children come from a wide variety of socio-economic backgrounds. Some of our families are living in crushing poverty. The level of poverty, as measured by eligibility for pupil premium (and also by food bank use) has steadily risen since the pandemic.

Our families in receipt of pupil premium are not a homogenous group with uniform needs, they therefore need a variety of interventions to support their children.

- St. Saviour's most important intervention is appointing and retaining excellent teachers. Quality first teaching can raise standards for everyone. We aim to support and challenge all children across the curriculum
- We value pastoral support and know that, with some families, it can ameliorate barriers to learning. We therefore invest in play therapy and counselling as well as a FLO and Assistant FLO who are both qualified counsellors
- Attendance is a barrier for some children so we pay for small group music tuition for identified children to help get them into school and to maximise enjoyment
- Most of our interventions are run by teachers, as opposed to support staff and external providers. Teaching Assistant run some intervention groups, including phonics, Toe by Toe and handwriting groups. We believe in using our most qualified staff with our most vulnerable children. Adults who already work in school know our children well
- Year group leaders do a weekly check-in with PP children and make them a focus for monitoring to try and keep these children 'top of the agenda'

Challenges

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

Challenge number	Detail of challenge
1	For families living in financial poverty, supporting children with learning may not be a priority

2	Poor adult mental health and poverty can impact upon school attendance and support given at home.
3	Maths attainment gaps close more quickly than English. The vocabulary our children are exposed to at home varies hugely. This is why we are making vocabulary acquisition a focus of our curriculum

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
Eliminate attainment gaps, in English and maths between PP children and 'All' by the end of Year 6	SATs results
PP children to have similar (within 2%) of 'All' children nationally in English and maths	SATs results
Reduce the numbers of children whose attendance is below 80% and reduce the % of these absentees who are PP children. The attendance gap between All and PP to be below 2%	Attendance data
Close the attendance gap between PP and All to within 0.5%	Attendance data
Improve parental support for home reading among PP children. Where we fail to do this, put other reading mentoring or support in place	Accelerated Reader and reading record data
Continue our curriculum development so it reinforces vocabulary acquisition, meets the needs of lower attainers and maximises engagement	Reading end of year results including SATs. Classroom observation, work scrutiny and pupil conferencing (particularly with lower attainers) shows that children are making good progress in afternoon 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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assistant Headteacher post, focussed on writing attainment for three afternoons per week. 30% of £53,118 £15,935	Writing interventions in Year 6 EEF toolkit	
Writing planning training - PiXL *£3000*	EEF toolkit	
Year Group Leader release time, weekly monitoring of vulnerable groups *50% of cost* *£2,160 per year*		
Additional English and maths teachers in each year group to increase pupil feedback opportunities 50% of £87,732	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. EEF toolkit	
Additional teaching day in Yr 5 2022-2023 to deliver 1:1 – 1:3 tutoring / work conferencing £5127	Feedback is information given to the learner about the learner's performance relative to learning goals or outcomes. It should aim to (and be capable of producing) improvement in students' learning. EEF toolkit	10 children

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teacher day (LC) in Yr 5 to create smaller teaching groups in mornings and then release teachers to do tutoring in the afternoon. 2022-2023 *£15,637*	Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. EEF toolkit	Approx. 15 children per week
Additional three afternoons for morning teacher (AT) in Yr 3 to deliver tutoring or release class teacher to deliver intervention *£5814*	Individualised instruction involves providing different tasks for each learner and support at the individual level. EEF toolkit	20 children per week
Additional two afternoons for Yr 4 teaching Assistant (AG) to teach small groups / release teachers to deliver tutoring *£54 per week* *£2052*	Individualised instruction involves providing different tasks for each learner and support at the individual level. EEF toolkit Teaching assistants (also known as TAs, classroom support assistants or teachers' aides) are adults who support teachers in the classroom. EEF toolkit	20 children per week
Additional afternoon for Yr 6 TA (BW) to release teachers to tutor *£27 per week* *£1026*	Individualised instruction involves providing different tasks for each learner and support at the individual level. EEF toolkit	15 children per week
Additional afternoon for Yr 5 TA (GC) to deliver or release teacher to deliver tutoring *£27 per week* *£1026*	Individualised instruction involves providing different tasks for each learner and support at the individual level. EEF toolkit	Approx. 6 children per week

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 x day per week of play therapy £3087	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning EEF toolkit	6 children each term
1 x day per week of counsellor £3500 per year	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning EEF toolkit	6 children each term
Free instrument tuition for identified PP children £1,550 per year	Arts participation is defined as involvement in artistic and creative activities, such as dance, drama, music, painting, or sculpture. It can occur either as part of the curriculum or as extra-curricular activity. EEF toolkit	4 per year
1:1 TA for PP child in Yr 6 to support behaviour for learning £15,420	Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. EEF toolkit	
1 x day of Speech and Language Therapist £8,400		5 children per term
Additional parent counsellor post for 2022-23 to support and challenge vulnerable families £25,308	Parental engagement refers to teachers and schools involving parents in support-ing their children's academic learning. It includes: EEF toolkit	
Subsidised breakfast club for PP children £950		Approx. 6 children per day

Total budgeted cost: £ *£152,106*

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?	E is in intervention groups. A is in a group of 12 for maths and has received SALT
What was the impact of that spending on service pupil premium eligible pupils?	E moved from WTS and reached expected in Reading and Writing, WTS in maths at end of Yr 3 A improved verbal language, still low in maths