



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
School name	Flax Hill Junior Academy
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	27.6%
Academic year / years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/2025; 2025/2026; 2026/2027
Date this statement was published	31.12.2026
Date on which it will be reviewed	December 2027
Statement authorised by	R Lane
Pupil premium lead	J Coleman
Governor / Trustee lead	S Boden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,620 based on 81 children
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Accounts not yet finalised
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	£133,620

Part A: Pupil premium strategy plan

Statement of intent

At Flax Hill Junior Academy, our intention is to ensure that every pupil receives the very best education, enabling them to reach their full potential academically, socially and personally, irrespective of their background or the challenges they may face.

Our Pupil Premium strategy aims to ensure that disadvantaged pupils make strong progress from their individual starting points and achieve well across the curriculum. We carefully track the progress and attainment of individual pupils so that we can quickly identify where children may not be making the expected progress or are not achieving Age-Related Expectations. This enables us to respond promptly and ensure that appropriate support is put in place.

The focus of our Pupil Premium strategy is to support disadvantaged pupils, including those who are already high attaining, to achieve their potential and address any identified areas for development. We will develop appropriate strategies and interventions based on the individual needs of pupils. This support may be academic, social or emotional, depending on the barriers faced by each child.

We will also consider the wider challenges faced by vulnerable pupils, including those experiencing complex family circumstances, pupils who have a social worker and young carers. We recognise that these circumstances can have an impact on attendance, well-being, engagement and academic outcomes, and therefore seek to provide appropriate pastoral and wider support alongside academic provision.

Our approach places a strong emphasis on high-quality teaching, alongside targeted academic support and wider strategies for pupils with specific identified needs. Provision is regularly monitored and evaluated to ensure that support is having the intended impact and is adapted where necessary. Through this approach, we aim to improve outcomes for disadvantaged pupils, reduce barriers to learning and ensure that all pupils at Flax Hill Junior Academy have the opportunity to thrive.

Challenges

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

Number	Detail of challenge
1	Internal assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils
2	Internal assessments indicate that progress among disadvantaged pupils is below that of non-disadvantaged pupils.
3	Discussions with pupils and families indicate that several disadvantaged pupils experience challenges relating to home circumstances, mental health

	and emotional wellbeing, attendance and engagement with learning, which can have a significant impact on their educational outcomes
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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 writing attainment among disadvantaged pupils.	Narrow the gap between disadvantaged and non-disadvantaged pupils. This will be measured through teacher assessment in writing, alongside regular assessment and tracking of progress and attainment to identify pupils who are not making expected progress and ensure that appropriate support and interventions are implemented.
Improved progress for disadvantaged pupils at the end of KS2.	Regularly analyse reading and maths data to monitor the progress and attainment of disadvantaged pupils and identify any gaps between disadvantaged and non-disadvantaged pupils. Implement targeted interventions where needed to support pupils who are falling behind and ensure they make expected or accelerated progress.
Improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Improved levels of wellbeing for disadvantaged pupils demonstrated by: • Positive qualitative feedback from pupil voice, pupil and parent/carer surveys, and teacher observations. • Increased participation of disadvantaged pupils in extra-curricular activities and enrichment opportunities. • SEMH interventions provided where appropriate to support pupils' emotional wellbeing, resilience and engagement with learning. • Evidence of improved confidence, emotional regulation and positive attitudes towards learning.

Reduce persistent absence and increase attendance for disadvantaged children.	Regularly monitor attendance data for disadvantaged pupils and implement targeted interventions promptly for pupils who are persistently absent, working closely with families to improve attendance and reduce persistent absence.
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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: £27,153

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of 'No More Marking' for writing assessments.	The use of No More Marking enables each year group to participate in a national writing assessment twice a year. These assessments are externally and internally marked, providing regular opportunities to monitor and track the progress and attainment of each pupil in writing. https://www.nomoremarking.com/	1
Purchase of Kinetic Letters handwriting programme	The use of Kinetic Letters is to raise standards across handwriting. The EEF's <i>Improving Literacy in Key Stage 2</i> guidance states that pupils' handwriting needs to become automatic so that they can concentrate on the content of their writing. https://educationendowmentfoundation.org.uk/news/speed-and-fluency-as-important-as-accuracy-for-good-writing?	1
Specialist music teacher to provide weekly lessons and additional choir and brass lessons.	Research shows from the Educational Endowment Foundation (EEF) that arts participation has a positive impact on learning and well-being. EEF/arts-participation	3
Allocation of funds towards the continuing professional development (CPD) for	High quality staff CPD is essential to follow EEF principles. If staff are to lead training, they are provided with additional release	1, 2, 3

teachers and TAs across the school.	time. At least good teaching in all classes every day. Gov.uk -spending-the-funding EEF/effective-professional-development	
Continued subscription to Times Table Rockstars.	Times Table Rockstars is a tool for monitoring and managing children's times tables. You can identify which times tables specific children are struggling with and put an intervention in place if needed. https://trockstars.com/	2, 3
Continued subscription to Star Reader and Star Maths to aid the quick identification of children needing support, as well as using accelerated reader as a reward system to subsequently encourage regular reading.	Accelerated Reader (AR) is a tool for monitoring and managing independent reading practice. A wealth of data is routinely collected about children's reading skills as part of the AR tool. Also, pupils who use AR tend to enjoy reading more, read more often, read a greater variety of fiction texts and think more positively about reading than their peers who do not use AR. https://www.renlearn.co.uk/accelerated-reader/ar-research/	2

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

Budgeted cost: £103,496

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted intervention sessions will be provided for disadvantaged pupils who require additional support in reading, writing or maths. Interventions will be delivered in groups by a trained teaching assistant, with progress monitored regularly to assess their impact.	Research focusing on teaching assistants delivering one-to-one or small-group targeted interventions indicates a positive impact of around four to six months' additional progress, on average. These interventions are often based on clearly structured approaches, with teaching assistants receiving appropriate training to deliver them effectively.	1, 2
Learning Hub	The EEF's category of "Targeted academic support" includes high-quality one-to-one and small-group tuition, which the evidence shows can be "a powerful tool" for pupils who are not making sufficient progress.	1, 2, 3

	In particular, the EEF's "Small group tuition" strand shows that: in primary schools the average impact is about +4 months' additional progress. https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support	
Funding resources for sensory circuits	The EEF's Toolkit includes self-regulation strategies as an evidence strand. According to EEF, such strategies yield on average +3 months' additional progress for children receiving them, compared with similar peers not receiving them. EEF EEF also notes that children from disadvantaged backgrounds are more likely to start school with weaker self-regulation skills, so embedding self-regulation support in early years or primary settings could be especially beneficial to those pupils.	1, 2, 3
Class teachers to have the opportunity to deliver quality first interventions to the high focus children, including targeted support for pupil premium children.	Research shows the quality of the teaching in small groups may be as, or more important than, the precise group size. In addition, the average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3

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

Budgeted cost: £15,690

Activity	Evidence that supports this approach	Challenge number(s) addressed
All year groups will participate in at least one school trip during the academic year. Additional special event days will take place, including visitors to inspire the children.	The well-being of children is integral to their academic achievements and is at the heart of everything we do. EEF/social-and-emotional-learning	3

Providing children with special event days. For example, drone day, food tasting or Victorian day.	A study from EEF found 'additional gains' in non-cognitive outcomes such as teamwork, social responsibility, aspirations, self-confidence and resilience among participating children in structured extra-curricular activities. https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/effective-practice/the-education-endowment-foundation-children-s-university/	3
Prioritise keeping children safe online. Investment in staff, parents and children, particularly those families that are encountering difficulties. Focus on how best to react as and when incidents arise through the execution of multiple initiatives which help to reduce risks, including educational resources and online safety courses.	The internet is now an integral part of everyone's lives, including children. Online safety and education is extremely important in making sure both adults and children feel safe, secure and confident when accessing and engaging with content online. A good relationship with parents and their engagement supports children's learning. EEF/social-and-emotional-learning EEF/parental-engagement	3
Head Teacher to ensure parents are aware if their child's attendance dips. Working in partnership with local Educational Welfare Officer. Incentives, rewards for improving attendance.	Research shows that poor attendance can negatively impact children's chances of achieving well at school. Gov.uk -spending-the-funding gov.uk/just-one-day-off	3
A free uniform shop.	We have secured a large amount of school uniform which is available for free for those children who are not clothed correctly or whose parents cannot afford the additional uniform. Parents/guardians and children should not face the stigma of not being able to afford the school uniform which gives a child a sense of "belonging". The Education Hub 2023 https://educationhub.blog.gov.uk/2023/07/24/school-uniform-how-much-does-it-cost-and-what-financial-support-is-available/	3

Total budgeted cost: £147,359

Part B: Review of outcomes in the previous academic year: Outcomes for disadvantaged children

Externally provided programmes

1. Some pupils require additional support to develop emotional regulation, resilience, focus and positive learning behaviours

- Provided targeted SEMH and pastoral interventions for disadvantaged pupils requiring additional support with emotional regulation, resilience and positive behaviour.
- Developed pupils' ability to self-regulate through sensory circuits, structured classroom routines and targeted support, helping pupils to engage more positively with learning.
- Continued to provide staff with strategies and support to identify pupils who require additional help with their emotional wellbeing and learning behaviours.

2. Low attendance and punctuality

- Regularly monitored attendance and punctuality data for disadvantaged pupils, enabling pupils and families requiring additional support to be identified quickly.
- Worked closely with families and external agencies to provide targeted support and interventions where attendance has been a concern.
- Provided encouragement, incentives and recognition to promote improved attendance and punctuality among disadvantaged pupils.
- Continued to provide engaging enrichment opportunities and a broad curriculum to encourage positive attitudes towards school and regular attendance.

3. Attainment levels below Age Related Expectations and slow progress rates made by pupil premium / disadvantaged children. The children can have gaps and misconceptions and find it difficult to retain / recall prior knowledge.

- Regularly analysed assessment data in reading, writing and maths to identify gaps in knowledge and pupils who are not making expected progress.
- Provided targeted intervention sessions for disadvantaged pupils requiring additional support in reading, writing and maths, with progress monitored regularly.
- Used STAR Reading and STAR Maths assessments to identify gaps in knowledge and monitor progress over time.

4. Complex home and family circumstances; social service involvement

- Continued to provide strong safeguarding and pastoral support for disadvantaged pupils experiencing complex home or family circumstances.
- Worked closely with parents, carers, social services and other external agencies to ensure that appropriate support is provided for vulnerable pupils.
- Monitored the wellbeing, attendance and engagement of pupils experiencing challenging circumstances and responded promptly where additional support was required.

5. Lack of aspiration and self-belief

- Provided disadvantaged pupils with increased opportunities to participate in extra-curricular activities, educational visits and enrichment experiences.
- Offered opportunities for disadvantaged pupils to take on leadership responsibilities within school, helping to develop confidence, independence and a sense of responsibility.
- Provided opportunities for pupils to develop new skills and interests, including music, sporting activities and wider enrichment opportunities.
- Used pupil voice and teacher observations to monitor pupils' confidence, aspirations and attitudes towards learning.

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Purple Mash	<u>https://www.purplemash.com/sch/flax-b79#/</u>
Times Tables Rock Stars	<u>https://trockstars.com/</u>
Language Angels	<u>https://www.languageangels.com/schools/</u>
Jigsaw PSHE	<u>https://www.jigsawpshe.com/home</u>
Sing Up	<u>https://www.singup.org</u>
Complete PE	<u>https://www.completepe.com/</u>
Kapow DT	<u>https://www.kapowprimary.com</u>
No More Marking English	<u>https://www.nomoremarking.com</u>
Renaissance	<u>https://www.renaissance.com</u>
Emile	<u>https://emile-education.com</u>
Test Base	<u>https://testbase.co.uk</u>