



St Julian's Church 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Jullian's Church School
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	8 (7.5%)
Academic year/years that our current pupil premium strategy plan covers	2025 to 2026
Date this statement was published	September 2025
Date this statement was reviewed	September 2026
Statement authorised by	Isobel Mills <i>Headteacher</i>
Pupil premium lead	Isobel Mills
Governor / Trustee lead	Rob Lancastle

Funding overview

Detail	Amount
Pupil premium funding allocation for this year	£13,235
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.	£13,235

Part A: Pupil premium strategy plan

Statement of intent

Aim high - Believe - Succeed is our aim for all pupils at St Julian's Church School. We recognise that some children require additional support from us in order to succeed.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or receive support from other outside agencies. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, it is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges as well as individual needs, rooted in assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set,
- act early to intervene at the point need is identified,
- ensure all additional support is regularly reviewed for impact,
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge												
1 Attendance	<p>Our attendance data indicates that attendance among disadvantaged pupils fluctuates and has been lower than for non-disadvantaged pupils.</p> <p><u>2024-2025</u></p> <table border="1"><thead><tr><th>Whole School Attendance %</th><th>Non-Pupil Premium Attendance %</th><th>Pupil Premium Attendance %</th><th>Number of Persistently Absent Pupil Premium</th></tr></thead><tbody><tr><td>96.6%</td><td>97.1%</td><td>93.3%</td><td>1</td></tr></tbody></table>	Whole School Attendance %	Non-Pupil Premium Attendance %	Pupil Premium Attendance %	Number of Persistently Absent Pupil Premium	96.6%	97.1%	93.3%	1				
Whole School Attendance %	Non-Pupil Premium Attendance %	Pupil Premium Attendance %	Number of Persistently Absent Pupil Premium										
96.6%	97.1%	93.3%	1										
2 Outcomes	<p>Assessments and observations show some pupils in receipt of Pupil Premium are not making enough progress to meet age related expectations (ARE).</p> <p><u>2024-2025</u></p> <table border="1"><thead><tr><th></th><th>Reading</th><th>Writing</th><th>Maths</th></tr></thead><tbody><tr><td>Whole School ARE %</td><td>77%</td><td>69%</td><td>85%</td></tr><tr><td>Pupil Premium ARE %</td><td>40%</td><td>40%</td><td>40%</td></tr></tbody></table>		Reading	Writing	Maths	Whole School ARE %	77%	69%	85%	Pupil Premium ARE %	40%	40%	40%
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Pupil Premium ARE %	40%	40%	40%										
3 Oral Language	<p>Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.</p>												
4 Pastoral	<p>Our observations and discussions with pupils and their families have identified social and emotional issues for many premium pupils that result in children not being ready to learn and make good progress.</p>												

5 Personal Development	Many of our pupil premium children do not have the rich and varied experiences as non-pupil premium children have, meaning knowledge of the world and vocabulary acquisition is limited (cultural capital).
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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
The attendance of pupils in receipt of pupil premium is in line with non-pupil premium children. This will support improving academic outcomes.	<ul style="list-style-type: none"> Pupils who fall below national expectations for attendance are identified quickly through robust monitoring by the school. The school works with the Educational Welfare Officer and the local authority Attendance & Welfare Support Officer to improve attendance. The gap between children in receipt of pupil premium's attendance will close with that of their peers. Support will be tailored to individual children and families, addressing wider issues that may affect a child's attendance. On a case by case basis, improvement will be seen across the academic year due to the school working closely with the family to address absenteeism. Pupils in receipt of pupil premium use Breakfast club to increase attendance in school and reduce lateness.
Children in receipt of Pupil Premium make accelerated academic progress so that they are either working at age related expectations in Reading, Writing and Maths by the end of the academic year, or they have made outstanding progress that is beginning to close the gap between them and their peers.	<ul style="list-style-type: none"> Quality First Teaching is evident and consistent across the school. Staff receive training throughout the year to support high quality planning, teaching and learning. Class teachers demonstrate a high level of knowledge of children's individual needs. A focus on early reading strategies in EYFS and Year 1 will then be built upon in Year 2 and beyond with a focus on fluency and comprehension. Reading and language acquisition is the basis for all learning across the curriculum. A strong and positive culture around reading will continue to be nurtured throughout the school, with

	<p>an emphasis on reading for pleasure as well as purposeful reading for learning.</p> <ul style="list-style-type: none"> • Daily maths arithmetic sessions in the form of 'morning maths' will continue as a positive impact from securing basic number facts and strategies has been seen from the approach. • Pupils in receipt of Pupil Premium who do not make enough academic progress are identified quickly through robust monitoring by the school. • Class teachers will continue to prioritise the feedback and marking of work by pupils in receipt of Pupil Premium to ensure rapid intervention and support is offered. • Pupil progress meetings are used to support the early identification of children not making enough progress and to support planning appropriate support for children on an individual basis. • Interventions are delivered to support those children who are not making enough academic progress. These are monitored and reviewed at regular intervals. • Teachers share any academic concerns with parents and, where appropriate, support families to help address these concerns at home. • Where appropriate, class teachers will work with the SENCo to further support pupils in receipt of pupil premium.
<p>The oral language skills and vocabulary acquisition of pupils in receipt of Pupil Premium improves and supports academic progress.</p>	<ul style="list-style-type: none"> • Quality First Teaching is evident and consistent across the school. • Staff receive training throughout the year to support high quality planning, teaching and learning to support developing oral language skills (oracy) and vocabulary acquisition. • Teachers will use reading lessons to support developing oral language skills and vocabulary acquisition, ensuring all children experience a broad range of literature to improve cultural capital. • Pupils in receipt of Pupil Premium are prioritised for all personal development and cultural capital opportunities to support broadening their experiences. • In EYFS, a focus on Communication and Language is evident with children making excellent personal progress.

	<ul style="list-style-type: none"> Delays in oral language skills and vocabulary acquisition are identified quickly. Interventions, which are regularly reviewed and monitored, are delivered to support those children. Class teachers will seek further support from the Speech and Language Therapist when appropriate through the SENCo.
<p>All pupils in receipt of Pupil Premium are appropriately supported with social and emotional wellbeing concerns.</p>	<ul style="list-style-type: none"> A nurturing approach is used by all staff in the school, who receive training to ensure this support is delivered consistently and effectively. Pupils in receipt of Pupil Premium who require social and emotional wellbeing support are identified quickly by the school and in conjunction with parents/carers. Pupils in receipt of Pupil Premium are prioritised for nurture and wellbeing interventions. Currently the school uses ELSA and Thrive. Social and emotional wellbeing interventions are personalised to the individual child and their needs to ensure progress is made. There will be sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys, and teacher observations a significant reduction in behaviour incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils
<p>All pupils in receipt of Pupil Premium participate in an enriched curriculum with access to rich and varied experiences.</p>	<ul style="list-style-type: none"> Pupils engage in wider school life by taking part in clubs, pupil leadership opportunities, representing the school in events and educational trips. Pupils in receipt of Pupil Premium are prioritised for extra-curricular opportunities to ensure access to rich and varied experiences. Teachers plan rich and varied experiences into their curriculum, considering the needs of their pupils and ensuring to develop knowledge of the world and provide opportunities for vocabulary acquisition. Access to rich and varied experiences beyond the classroom has a positive impact on their academic achievement, wellbeing and cultural capital.

Activity in the 2025-2026 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: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school quality first teaching from experienced and knowledgeable teachers and support staff.	<p>Effective quality teaching needs to underpin all support offered to disadvantaged pupils. This includes understanding the content of what is being taught, creating a supportive environment, maximising opportunities to learn and activating pupil thinking.</p> <p>The Evidence Based Education - Great Teaching Toolkit and The EEF Guide to Pupil Premium</p>	2, 3, 4, 5
Ensuring assessment and feedback for pupils is purposeful and effective, and CPD for teaching staff on effective assessment for learning, feedback and metacognition.	<p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Effective feedback can support 6 months additional progress over the course of the year.</p> <p><i>“There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2, 3, 4, 5

	<p><i>“High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children’s outcomes in the classroom.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	
Effective deployment of support staff throughout the school to support teaching and learning.	<p>When deployed effectively, Teaching Assistants can support an additional 4 months additional progress over the course of the year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	2, 3, 4, 5
A focus on a systematic approach to the teaching of reading, enabling children to develop a love of reading.	<p>Reading comprehension strategies alongside phonics are a crucial component of early reading instruction and support children to access all areas of the curriculum.</p> <p><i>“The average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 3, 5
Investment in high quality texts, educational visits and curriculum development to support better progress in wider curriculum subjects.	<p>Improved resources for teachers and pupils will support better quality teaching and learning. It will support providing children with vocabulary acquisition through cultural capital opportunities they may not otherwise have access to.</p>	2, 3, 5

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

Budgeted cost: £6300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Teaching Assistants to support targeted small group interventions	When deployed effectively, Teaching Assistants can support 4 months additional progress over the course of the year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	2, 3, 4, 5
1:1 feedback - 1:1 pupil conferencing for independent writing - 1:1 reading (at least 1x weekly depending on ARE level)	1:1 feedback: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback 1:1 teaching session: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 3, 5
Reading, writing and maths tutoring (small group with known HLTA or class teacher)	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	2, 3, 5
Speech and Language interventions (with known member of staff or specialist therapist)	<i>“On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress).”</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2, 3, 4

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school approach to Thrive and nurture	<p><i>“The average impact of successful SEL interventions is an additional four months’ progress over the course of a year.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4
ELSA and Thrive interventions (with trained practitioners)	<p><i>“Social and emotional learning approaches have a positive impact, on average, of 3 months’ additional progress in academic outcomes over the course of an academic year.”</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1, 2, 3, 4
Collaborating with our Education and Welfare Service (EWO)	<p>Working with our EWO is crucial in supporting families and clarifying attendance requirements.</p> <p>https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance - August 2024.pdf</p>	1
Financial support with school visits, uniform and extracurricular activities	<p>The research indicated that high-performing schools, both within and beyond London, adopted a more extensive range of measures to support disadvantaged pupils than their lower-performing counterparts.</p> <p>These successful measures included subsidising educational visits and extracurricular activities.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/730628/London_Effect_Qual_Research - Research_Report_FINAL_v2.pdf</p>	1, 2, 3, 4
Wrap-around care provision for pupils in receipt of Pupil Premium	<p>Funding for wrap-around care for pupils in receipt of Pupil Premium ensures children have access to the extra-curricular opportunities and supports parents with ensuring good attendance.</p>	1, 4, 5

Total budgeted cost: £13,300

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.

Intended outcome	Success criteria	2024-25 Outcomes	Review
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language.	65% of the cohort achieved GLD. 0% of PP pupils in this cohort achieved GLD. PP pupils were supported to take part in class sharing assemblies, class performances and performances outside of school, and were targeted in class to be supported with vocabulary acquisition and engagement in lessons.	Continue with the full range of strategies that will promote and improve language skills and vocabulary acquisition. Ensure all staff realise the critical nature of this target and exploit every possible opportunity to reinforce strong language skills and vocabulary acquisition with children.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics screening outcomes show that more than 80% of disadvantaged pupils met the required standard.	93% of the Year 1 cohort passed the Phonics Screening Check (PSC). 100% of PP pupils in this cohort passed the PSC.	Little Wandle has had a significantly positive impact for all pupils including PP pupils. Ensure consistency of delivery and high standards continue through regular CPD and monitoring.
Improved reading progress and attainment among	KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard.	Across Y1 to Y6, 40% of all PP pupils reached ARE+ in reading (78% of ALL pupils reached ARE in reading).	Using all the school's measures, PP pupils made good individual progress in reading and the gap

<p>disadvantaged pupils.</p>	<p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p>	<p>In KS2 SATs, 50% of PP pupils reached ARE+ in reading (81% of the Year 6 cohort reached ARE in reading).</p>	<p>between them and their peers is closing.</p> <p>Ensure consistency of delivery and high standards continue through regular CPD and monitoring.</p> <p>Ensure teachers are planning for and supporting a greater proportion of PP pupils to reach a greater depth standard in reading.</p>
<p>Improved writing progress and attainment among disadvantaged pupils.</p>	<p>KS2 writing outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p>	<p>Across Y1 to Y6, 40% of all PP pupils reached ARE+ in writing (68% of ALL pupils reached ARE in writing).</p> <p>In KS2 SATs, 50% of PP pupils reached ARE+ in writing (81% of the whole cohort reached ARE in writing).</p>	<p>Using all the school's measures, PP pupils made good individual progress in writing.</p> <p>Ensure consistency of delivery and high standards continue through regular CPD and monitoring.</p> <p>Ensure teachers are planning for and supporting a greater proportion of pupils to reach a greater depth standard in writing.</p>
<p>Improved maths attainment for disadvantaged pupils at the end of KS2.</p>	<p>KS2 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard.</p> <p>100% of disadvantaged pupils will make at least expected progress with a significant proportion making accelerated progress in order to catch up to ARE.</p>	<p>Across Y1 to Y6, 40% of all PP pupils reached ARE+ in maths (84% of ALL pupils reached ARE in maths).</p> <p>In KS2 SATs, 100% of PP pupils reached ARE+ in maths (93% of the whole cohort reached ARE in maths).</p>	<p>Using all the school's measures, PP pupils made good progress in maths.</p> <p>Ensure consistency of delivery and high standards continue through regular CPD and monitoring.</p> <p>Ensure teachers are planning for and supporting a greater</p>

			proportion of pupils to reach a greater depth standard in maths.
Improved retention, recall and response to learning for all pupils, especially those who are disadvantaged, closes knowledge gaps.	Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment.	Pupil conferencing and work scrutiny indicated that all pupils were remembering more. Pupil Premium pupils are given increased opportunity to be questioned in class and this has increased their confidence to talk about their learning.	Continue with all strategies that will support children to learn more and remember more. support this with ongoing staff CPD. Include regular pupil and work scrutinies with PP pupils to support their ability to articulate their learning.
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations a significant reduction in behaviour incidents a significant increase in participation in enrichment activities, particularly among disadvantaged pupils 	Pupil voice of PP pupils indicates that pupil attitudes towards behaviour improved over the course of the year. More than 60% of PP pupils accessed at least one after school club. 80% of PP pupils received Thrive/wellbeing interventions throughout the year, some for the entire year.	Continue to invest time and money into ELSA and Thrive training, interventions and resources.
To achieve and sustain improved attendance for all pupils, particularly	Sustained high attendance demonstrated by:	Whole school attendance was 96.2% in 2024-25. For PP pupils this was 94.3% in 2024-25.	Continue to work closely with the EWO service to improve attendance.

<p>our disadvantaged pupils.</p>	<ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 8% and the figure among disadvantaged pupils being no more than 2% lower than their peers. 	<p>Over the year 6% of all pupils across the whole school were considered Persistent Absentees. 10% of all PP pupils were Persistent Absentees.</p> <p>Working with EWO Services and directly with families secured significantly improved attendance.</p>	<p>Ensure timely letters are sent to all PA pupils and meetings to support parents are held and followed up as required.</p> <p>Ensure support from Local Authority is accessed to support families struggling with attendance and punctuality.</p>
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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
Doodle Maths	EZ Education
Times Tables Rockstars & Numbots	Maths Circle Ltd
Nessy	Nessy Learning
Number Sense Maths	Oxford University Press

Further information

