



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	302
Proportion (%) of pupil premium eligible pupils	32.8%
Academic year / years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023/2024; 2024/2025; 2025/2026
Date this statement was published	31.12.2025
Date on which it will be reviewed	December 2026
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	£149,985 based on 99 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	£149,985 302 pupils

Part A: Pupil premium strategy plan

Statement of intent

Flax Hill Junior Academy is committed to securing the highest standards for all pupils, underpinned by the belief that every child should be enabled to fulfil their full potential. We recognise that disadvantaged pupils may face a range of complex and varied barriers to learning and that a universal approach is not sufficient to meet these diverse needs. Teaching staff play a central role in the identification of individual pupil needs, ensuring a precise understanding of strengths and areas for development across the school.

Our overarching intention is to ensure that all pupils - regardless of their background or the challenges they encounter - make sustained progress and achieve well across the curriculum. A key element of our Pupil Premium strategy is therefore to support disadvantaged pupils in maintaining strong progress, including those who are already achieving above Age-Related Expectations.

Informed by educational research, our Pupil Premium strategy concentrates on a carefully selected set of high-impact priorities, supported by effective implementation processes within a wider strategic cycle. Through the provision of high-quality teaching, targeted intervention and personalised support, we are committed to reducing the attainment gap between disadvantaged and non-disadvantaged pupils, both nationally and within our internal school data.

Furthermore, we aim to provide all pupils with a rich and ambitious curriculum that enhances their wider development and offers experiences they may not otherwise encounter. This includes a strong emphasis on supporting pupils' mental health and well-being, ensuring they are equipped to thrive both academically and personally.

Challenges

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

Number	Detail of challenge
1	Some pupils require additional support to develop emotional regulation, resilience, focus and positive learning behaviours
2	Low attendance and punctuality issues.
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.
4	Complex home and family circumstances; social service involvement.
5	Lack of aspiration and self-belief that they can achieve and have high expectations.

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
1. Pupils develop improved emotional regulation, resilience and positive learning behaviours, enabling them to engage more consistently and independently in learning.	<ul style="list-style-type: none"> • Reduction in behaviour incidents, internal referrals and time spent out of class. • Improved engagement in lessons, as evidenced by learning walks and teacher observations. • Pupils demonstrate increased independence and improved self-regulation strategies (e.g., fewer interventions from adults needed). • Improved attitudes to learning reflected in pupil voice.
2. Disadvantaged pupils' attendance and punctuality improve.	<ul style="list-style-type: none"> • Overall attendance for disadvantaged pupils increases year on year • Reduction in persistent absence rates among pupil premium pupils. • Reduced number of late arrivals per term in disadvantaged children. • Clear evidence of improved attendance following targeted interventions (e.g., family support, attendance plans). • Parental engagement with attendance expectations.
3. Disadvantaged pupils make expected or accelerated progress in reading as this is a school focus.	<ul style="list-style-type: none"> • Monthly data, from STAR assessments, shows expected or accelerated progress for disadvantaged pupils • Increased proportion of disadvantaged pupils achieving ARE and Greater Depth at end of KS2 assessment. • Pre-teaching disadvantaged children vocabulary before they visit it within a lesson. • Pupils demonstrate stronger fluency, vocabulary development and retrieval in lessons. • High-quality teaching and targeted interventions show positive impact.

4. Pupils affected by complex home circumstances receive timely, effective pastoral and safeguarding support to ensure they are safe, emotionally supported and able to access learning.	<ul style="list-style-type: none"> • Continue with strong safeguarding practice. • Improved attendance, engagement and stability in school routines. • Reduction in repeated pastoral or safeguarding concerns for individual pupils. • Positive feedback from parents/carers through support meetings or surveys. • Pupils demonstrate improved emotional well-being in pupil voice.
5. Disadvantaged pupils develop improved confidence, ambition and belief in their ability to succeed academically and personally.	<ul style="list-style-type: none"> • Increased participation in clubs from disadvantaged children. • Providing opportunities for disadvantaged children in leadership roles (lunchtime leaders, roles within school play etc) • Positive shift in pupil voice regarding confidence, aspirations and attitudes to learning. • Specialist music teacher to build children's confidence. • Teachers report greater confidence and independence in class through observations and learning walks.

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: £35,459.00 (plus an additional £7,526.00) for educational materials and curriculum enrichment)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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	1, 2, 4, 5

Funding towards after school clubs for disadvantaged children.	All pupil premium children are offered a space in after school clubs (for example, sport clubs, art clubs) at no charge. Nuffield Research	5
Allocation of funds towards the continuing professional development (CPD) for teachers and TAs across the school.	High quality staff CPD is essential to follow EEF principles. If staff are to lead training, they are provided with additional release time. At least good teaching in all classes every day. Gov.uk -spending-the-funding EEF/effective-professional-development	1, 2, 3, 4, 5
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/	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/	3
Embed the school's new English curriculum ('The Write Stuff' developed by Jane Considine) in order to ensure that those pupils who are most vulnerable access high quality texts. Thus, impacting on their experiences, in addition to their reading and writing outcomes.	The use of high-quality units of work using language-rich vehicle texts throughout the school. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing. https://www.janeconsidine.com/	3

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

Budgeted cost: £101,278.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Learning Hub	<p>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. In particular, the EEF's "Small group tuition" strand shows that: in primary schools the average impact is about +4 months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/2-targeted-academic-support</p>	1, 2, 3, 4, 5
Funding resources for sensory circuits	<p>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</p> <p>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.</p>	1, 2, 4
Class teachers to have the opportunity to deliver quality first interventions to the high focus children, including targeted support for pupil premium children.	<p>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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1, 3, 4, 5
All teaching staff, including TAs, to receive training in order to further support children's reading and phonics levels.	<p>Extensive evidence has found phonics to have a positive impact overall (+5 months) and it is also an important component in the development of early reading skills. In</p>	3

	<p>particular, for those children that are from disadvantaged backgrounds.</p> <p>EEF/phonics</p> <p>https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/Cognition-and-learning/Cognition-and-learning.aspx</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,722.00

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.	<p>The well-being of children is integral to their academic achievements and is at the heart of everything we do.</p> <p>EEF/social-and-emotional-learning</p>	1, 4, 5
Providing children with special event days. For example, drone day, food tasting or Victorian day.	<p>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.</p> <p>https://www.officeforstudents.org.uk/for-providers/equality-of-opportunity/effective-practice/the-education-endowment-foundation-children-s-university/</p>	2, 3, 5
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	<p>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.</p> <p>EEF/social-and-emotional-learning</p> <p>EEF/parental-engagement</p>	1, 4, 5

resources and online safety courses.		
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	2
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/	2, 4, 5

Total budgeted cost: £149,985

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

1. Attainment levels below Age Related Expectations and slow progress

- Delivered a broad and balanced curriculum, providing pupils with high-quality, engaging learning experiences that build knowledge and skills across all subjects.
- Embedded a language-rich approach to writing through structured units of work, helping pupils consolidate prior knowledge and address gaps or misconceptions.
- Provided whole-school phonics training to ensure consistency and high-quality teaching of early reading skills, supporting pupils to achieve Age Related Expectations.

2. Low attendance and punctuality

- Offered enriching, engaging opportunities such as learning a musical instrument and themed curriculum events to motivate pupils to attend school.
- Developed strong pastoral support, including targeted interventions for families facing barriers, ensuring pupils are encouraged and supported to attend school regularly.
- Prioritised online safety education, supporting families in navigating home learning and technology use, which can remove barriers to attendance.

3. Pupils have limited experiences beyond their home life and immediate community; social and emotional needs

- Delivered a broad and aspirational curriculum, including enrichment activities and hands-on learning experiences, to broaden pupils' horizons.
- Embedded reading across the curriculum to expose pupils to new ideas, perspectives and cultural knowledge.
- Developed pupils' social and emotional skills through collaborative learning, structured classroom routines, and pastoral interventions.

4. Complex home and family circumstances; social service involvement

- Invested in safeguarding and pastoral support, ensuring families receive guidance and assistance, particularly those experiencing challenges.
- Prioritised online safety education for pupils and families, giving them practical skills to navigate technology safely and confidently.
- Staff maintain close liaison with social services and multi-agency partners to provide coordinated support for vulnerable pupils.

5. Lack of aspiration and self-belief

- Raised aspirations by offering opportunities that may otherwise be unavailable to disadvantaged pupils, such as learning a musical instrument or participating in enrichment experiences.
- Developed a language-rich curriculum that encourages pupils to communicate effectively and express themselves, building confidence in their own abilities.

Externally provided programmes

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://ttrackstars.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>