Pupil premium strategy statement – Archbishop of York's C.E Junior School 2023-2026 UPDATED December 2025

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
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	10.6% (17 pupils)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2023-2026
Date this statement was published	Dec 2025
Date on which it will be reviewed	Dec 2026
Statement authorised by	Kerry Davies Executive Headteacher
Pupil premium lead	Jenny Ingram Deputy Headteacher
Governor / Trustee lead	Tim Andrew (Chair of Governors)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Actual	£27, 138
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery 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*	£27, 138

Part A: Pupil premium strategy plan

Statement of intent

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. Our pupil premium strategy focuses on supporting 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 are young carers or have a social worker. 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, focusing on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the 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 and individual needs, rooted in robust diagnostic 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 are set
- act early to intervene at the point need is identified
- 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	Disadvantaged pupils achieving lower levels of attainment in reading, writing and maths
2	Limited access to wider and enrichment opportunities within and outside of school
3	Social, Emotional, Mental Health needs – particularly in relation to impact of trauma, self-esteem, emotional regulation, peer relationships.

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
Increase in the number of disadvantaged pupils achieving age-related expectations in reading, writing and maths.	Yearly data shows an increase in the percentage of disadvantaged pupils meeting the expected standard in all core subjects.
Improved reading attainment among disadvantaged pupils – ensuring secure phonics knowledge.	End of KS2 outcomes in reading for pupils in receipt of Pupil Premium grant will be in line with their potential and will be at least expected standard and where possible exceeding.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing will be demonstrated. Less incidents on CPOMS and fewer behaviour problems. Better learning behaviour in lessons. Qualitative data gathered in wellbeing surveys from pupils and parents will indicate positive mindset and wellbeing. Student voice will express positive mindset and wellbeing.
All pupils attend well and support is in place for disadvantaged pupils particularly.	Sustained high attendance for all pupils with support offered to those children that fall behind 90% attendance.

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: £10k

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff CPD which includes teaching assistants (staff meeting time and training) with a particular focus on:	High quality staff CPD results in improved Quality First Teaching. Staff feedback Improved pupil progress	1

maths and writing teaching and learning; improving behaviour and inclusion (belonging and mattering).		
Continued focus on embedding a mastery approach in maths to ensure that all children, including disadvantaged children, can make expected progress in mathematics.	Staff feedback, improved pupil progress, additional support and resources to provide further academic and SEMH support	1,3
Curriculum development to ensure it meets the needs of all pupils and is meaningful and aspirational.	Investment in Grammarsaurus curriculum resources to support all subject areas, specifically writing.	1

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

Budgeted cost: £10k

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP children will receive bespoke pastoral support targeted to their needs, if needed	Relevant training to support the children's needs. Use of external agencies to support children Responses to Strengths / Difficulties Questionnaires Pupil voice discussions Parent feedback	3
Teaching Assistant support where required to ensure children are making the maximum progress possible	Pupil Progress meetings identify the children that need additional intervention support. Tracking of the impact of the intervention informs future planning.	1,3
Investment in training for TAs to deliver: • Sensory Circuits	Evidence based interventions that indicate a positive impact.	1,3

• Zones of Regulation • ELSA		

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

Budgeted cost: £7k

Activity	Evidence that supports this approach	Challenge number(s) addressed
All children in receipt of PP grant to have access to 1:1 and small group pastoral interventions supporting wellbeing (social and emotional) when needed Pastoral Lead and Well-being Worker	Impact of Pastoral 1:1 and small group work on pupils' wellbeing and engagement in lessons, resilience, behaviour towards peers, teachers and parents Staff, pupil and parent voice	3
Reflection area in school is used to support wellbeing.	Pupil Voice Parent / Pupil surveys	2, 3
All children in receipt of PP grant to attend residential visits and participate in enrichment opportunities.	Pupils in receipt of Pupil Premium grant engaging in extra-curricular and enrichment activities offered. Staff, pupil and parent voice.	2, 3
Monitor attendance of PP children (check pupils falling below 95%). Embed principles of good practice set out in the DfE's [Working together to improve school attendance - August 2024 - GOV.UK] Robust attendance monitoring and daily contact with persistent non-attenders.	Records will show that children's attendance is improving Engagement with enrichment/wider opportunities to encourage better attendance. Support from school's pastoral lead / LA representatives and external agencies if required The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	2, 3

Total budgeted cost: £27,000

Part B: Review of the previous academic year - Outcomes for disadvantaged pupils

KS2 data – 2024-25 - We have analysed the performance of our school's disadvantaged pupils during the 2024-25 academic year using key stage 2 performance data, phonics check results and our own internal assessments.

Formative and Summative internal school data was used to provide outcomes defining pupil attainment as Below Expected / Expected / Above Expected. This is tracked on our Pupil Premium register.

Pupil Premium

Total	**18**

	Y3	Y4	Y5	Y6
Children	**4**	**5**	**3**	**6**
EXP+ RWM	50%	60%	33%	33%
GDS RWM	0%	20%	0%	0%
EXP+ Reading	75%	100%	100%	66.7%
GDS Reading	0%	20%	33%	16.7%
EXP+ Writing	50%	60%	33%	50%
GDS Writing	0%	40%	0%	16.7%
EXP+ Maths	50%	100%	67%	50%
GDS Maths	25%	20%	0%	0%

Whole school:

Y3	Y4	Y5	Y6
72%	73%	68%	73.0%
6%	12%	24%	20.0%
96%	96%	89%	90.0%
26%	33%	39%	44.0%
72%	73%	74%	81.0%
13%	18%	26%	29.0%
94%	94%	74%	76.0%
32%	20%	29%	29.0%

Externally provided programmes

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

Programme	Provider
Teaching for Mastery CPD	NCETM

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year?**
The impact of that spending on service pupil premium eligible pupils