



Saint Jérôme

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
Number of pupils in school	409
Proportion (%) of pupil premium eligible pupils	15.89%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2026 2026-2027 2027-2028
Date this statement was published	November 2026
Date on which it will be reviewed	November 2027
Statement authorised by	Daniel Norris (Headteacher)
Pupil premium lead	Sarah Cox (Deputy Headteacher)
Governor / Trustee lead	Christian Penhale (Vice Chair of Trustees)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,280
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£108,280

Part A: Pupil premium strategy plan

Statement of intent

At St. Jérôme School our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve a high standard of attainment across all curriculum 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, young carers, low-income families, new arrivals and those with Special Educational Needs.

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, is the intention that nondisadvantaged 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're set
- act early to intervene at the point need is identified
- work alongside families to address challenges that arise along the way with flexibility and swift support
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- make mental health and wellbeing a priority to ensure pupils are ready for learning and enjoy coming to school

Challenges

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

Challenge number	Detail of challenge
1	School attendance data indicated a 9% gap in persistent absence between disadvantaged and non-disadvantaged pupils. Disadvantaged pupils are also more likely to be late to school (0.45% gap) and have unauthorised absences (1.14% gap).
2	Attainment in Writing is particularly weak amongst disadvantaged pupils right from early mark making in the Early Years. Disadvantaged pupils often have a much lower starting point than their non-disadvantaged peers, meaning that they are playing catch-up from the beginning of their

	educational journey. In this year's Reception cohort we have identified that over a third of pupils have underdeveloped fine motor skills at the time of their baseline assessments, meaning that their journey towards becoming writers is already delayed.
3	Assessments, observations, and discussions with pupils indicate underdeveloped speaking, listening and attention skills and vocabulary gaps among many disadvantaged pupils. These are particularly evident in Reception through to KS1 but are also present among our disadvantaged pupils in KS2. 50% of our Reception cohort this academic year have been assessed to be working below the expected level in the area on our baseline assessments.
4	Social, Emotional and Mental Health needs have increased for many pupils, notably due to cramped living conditions, a lack of enrichment opportunities, over use of screen-time and devices, family trauma and reduced/delayed access to public services. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for support have markedly increased.
5	Wrap around provision is becoming increasingly requested as a form of support for pupils with a social worker, CLA and post CLA pupils. Many disadvantaged families find extra-curricular learning and social opportunities unaffordable and this leads to a gap in cultural capital for our most vulnerable children.

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
Barriers to attendance are removed and all pupils attend school consistently, ensuring equal access to education.	The attendance gap between disadvantaged pupils and non-disadvantaged pupils decreases and the percentage of persistently absent disadvantaged pupils is lower than the national average.
Barriers to learning, particularly in writing, are removed, and high-quality teaching and learning leads to improved outcomes for all pupils.	The attainment gap between disadvantaged pupils and non-disadvantaged pupils decreases, and disadvantaged pupils outperform their peers nationally.
Parents are educated on the importance of talking to and with their children in order to ensure children have the vocabulary and communication skills they need to develop and make progress socially and educationally.	Engagement in parent workshops is high and children with Speech, Language and Communication needs are supported swiftly to ensure rapid progress.
All pupils feel safe and happy, both in school and at home.	Children have a positive view of their identity and speak confidently about their

	strengths. They know who their trusted adults are and what to do if they feel unsafe or unhappy.
All pupils enjoy the opportunity to explore new places, new people, new activities and learn what they are good at and what they enjoy.	All disadvantaged pupils attend educational visits and have the opportunity to access at least one extra-curricular activity through school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Train EYFS staff in assessing pupils using the NELI programme to identify pupils working below ARE in Speaking, Listening and Understanding, and the areas that they require support Train a member of support staff to deliver intervention for children who have been identified through the NELI programme.	The Nuffield Early Language Intervention is a 20- week programme proven to help young children overcome language difficulties. It has been evaluated in robust trials funded by the Education Endowment Foundation and the Nuffield Foundation. These have found it to be effective for improving children's oral language skills as well as promoting longer-term progress in reading comprehension. https://www.elklan.co.uk/NELI/	3
Develop a writing strategy across the school to ensure a progression of skills, with visual storymapping and oral storytelling in EYFS and KS1 to develop oracy, vocabulary and sentence structure, as well as a love for creative writing.	Mighty Writer is a visual resource to support the development of writing from EYFS. It provides children with a visual stimulus for storytelling, helping them to structure their ideas, develop their vocabulary, learn about the functions of different types of grammar and punctuation, as well as inspire creativity and a love of learning. https://www.mightywriter.co.uk/Impact-Evidence	2

SEMH training for all staff and the development of the SEMH Lead. PSHE Subject Leader development to ensure teaching with fidelity to Jigsaw across the school.	British Educational Suppliers Association (BESA) Award Winner 2024 for Outstanding Support Service What the judges thought: "Jigsaw is addressing topics that are challenging and sometimes under-resourced. They have undertaken a 360 degree review of what support is in the areas of RE and PSHE - drawing upon current insights/advice from specialists within the education sector. Purposeful training is leading to better outcomes in these areas, as seen in testimonials." https://jigsawpshe.online/	4
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of 'bucket time' (Attention Autism) intervention to support pupils with attention and listening difficulties in EYFS-Y3	Attention Autism is an intervention model designed by Gina Davies, Specialist Speech and Language Therapist. It aims to develop natural and spontaneous communication through the use of visually based and highly motivating activities. https://sendat.academy/students/wpc-content/uploads/sites/20/2020/03/Bucket-Timeldeas.pdf	3
Targeted phonics intervention for pupils at risk of not meeting the expected standard in the phonics screening in Y1+2.	Daily targeted practice of phonics and reading for the lowest attaining 20% of pupils gives them the best chances of catching up with their peers. http://www.englishhubs.org	2
Hornets working books to support pupils in year 3 and 4 with suspected literacy difficulties, who are working below ARE.	The Word Wasp was developed using the experiences of adults with literacy problems, in order to create a structured programme for both adults and children including those diagnosed as 'dyslexic'.	2

	Long before the research had started, whilst developing and writing 'Toe By Toe', written in conjunction with A.M. Cowling, there was a belief that: "Dyslexia cannot be cured! It could only be circumvented." Furthermore, it was assumed that "dyslexic students could never be taught to spell." The dyslexic students taught by the methods enshrined in the Word Wasp suggest otherwise. https://www.wordwasp.com/the-books/hornet-literacy-primer/	
1:1 Writing Consultations for children in year 5 and 6 who are working towards the expected level in writing and need support filling gaps from the KS2 curriculum.	A UK project (National Literacy Trust "Transforming Writing") found that focused use of formative assessment (teacher feedback + peer/child self-assessment) improved writing attainment, engagement and confidence. https://literacytrust.org.uk/	2
SEMH support in the form of 1:1 mentoring, small group emotional literacy groups, and bereavement support.	The DfE are recommending that all schools develop SEMH Leads to support the mental health and wellbeing of pupils. https://www.gov.uk/guidance/mental-health-andwellbeing-support-in-schools-and-colleges	4
SEMH groups in the form of Art therapy to provide pupils with a creative way to express their emotions and discuss things that they are finding difficult.	A systematic review of school-based art therapy (children aged 5–12) from Kings College London, found that art therapy "can be effective in improving children's quality of life; anxiety; self-concept; problem-solving skills, attitudes towards school; emotional and behavioural difficulties." A systematic review of the effectiveness of art therapy delivered in school-based settings to children aged 5–12 years	4
Soft start sensory circuits to support pupils who find the morning routine a challenge and are therefore late to school.	states that sensory circuits "calm sensory systems", "support body awareness", "help physical and motor skills", and "prepare pupils for learning". 4A: Introduction to Sensory Circuits	1

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

Budgeted cost: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coffee mornings/afternoons and workshops to engage parents and build a supportive community.	Special educational needs and disability code of practice: 0 to 25 years The SEND Code of Practice strongly advocates for parents to be provided with the information, advice and support necessary to enable them to participate in discussions and decisions about their child's SEND support.	5
Expand our extended provision to support families with a social worker with breakfast and after school club to improve attendance, engage disadvantaged children in enrichment activities, and secure wrap around provision.	Extended school programmes raise standards for pupils, targets those most in need, and improves the physical and mental health of young people. https://www.education-ni.gov.uk/sites/default/files/publications/education/Extended%20Schools%20Annual%20Report%2018-19%20Final.docx.pdf	1 and 5
Develop strong links with external agencies that form the local offer in order to support families that are having difficulties that impact their mental health and wellbeing as well as their attendance and punctuality.	Close partnership between services creates a strong culture of safeguarding and provides families with early help, when they need it most. https://www.harrow.gov.uk/childrens-social-care/family-hubs/2	1 and 4

Total budgeted cost: £108,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The table outlined below shows the attainment and progress of Disadvantaged Pupils at the End of KS2 over the last three academic years. Pupils at St Jerome School have consistently made stronger progress than their peers nationally and although the average scaled score has reduced for Disadvantaged pupils over time, our Reading, Writing and Maths combined scores over three consecutive years have been significantly above National.

	2023		2024		2025	
	Ave Scaled Score	Value Added	Ave Scaled Score	Value Added	Ave Scaled Score	Value Added
St Jerome	106.8	+4.6	104.2	+0.7	102.7	+2.8
National	105.8	+0.4	105.9	+0.6	106.4	+0.6

Our outcomes for pupils sitting the Year 1 Phonics Screening check have also remained consistently above national average for all pupils, with 93% of pupils meeting the expected standard year on year (compared to 75% nationally).

The table outlined below shows trends in attendance and punctuality over the last three academic years. There has been a steady decline in the number of late marks showing improved punctuality and a reduction in missing learning opportunities for vulnerable pupils. There has been a reduction in persistent absence but this is something that has fluctuated and still remains an area of focus.

	2023	2024	2025
Overall Attendance	94.63%	95.13%	95%
Late Marks	1.86%	1.59%	1.49%
Persistent Absence	15.76%	10.08%	12.17%

The introduction of a Social, Emotional and Mental Health Lead has had an extremely positive impact on pupil voice. Children at St.Jerome feel happy and safe and have a strong understanding of strategies they can use to regulate their emotions and be ready for learning. The additional support from Harrow Children's Mental Health Practitioners in school has also played a key role in supporting families to tackle issues that affect attendance, attainment and progress.

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