

# Pupil premium strategy statement – Whitchurch CE Junior Academy

2021-2024

This statement details our school's use of pupil premium (and recovery 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  | 306                                   |
| Proportion (%) of pupil premium eligible pupils   | 25%                                   |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022-2023 to 2023-2024<br>Year 3 of 3 |
| Date this statement was published   | 31.12.2023                            |
| Date on which it will be reviewed   | 31.12.2024                            |
| Statement authorised by   | Sarah Camacho                         |
| Pupil premium lead  | Kris Wood                             |
| Governor / Trustee lead   | Rob Knight                            |

## Funding overview

| Detail   | Amount                        |
|--|-------------------------------|
| Pupil premium funding allocation this academic year  | £111,540.00<br>(GIAP Sept 23) |
| Recovery premium funding allocation this academic year   | £10,875.00                    |
| Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )<br><i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year</i> | £1371.04                      |

|   |                    |
|---|--------------------|
| <p><i>2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i></p>  |                    |
| <p><b>Total budget for this academic year</b><br/> <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></p> | <p>£123,786.04</p> |

# Part A: Pupil premium strategy plan

## Statement of intent

### **Intent**

*"The Whitchurch Church of England Federation is committed to excellence and the maintenance of high standards. As a fully inclusive Federation we aim to facilitate access for all children to quality first teaching, additional support in each year group and specific programmes or targeted interventions and additional opportunities to enhance the curriculum e.g. enrichment visits / visitors.*

*The Federation adopts a tiered approach to Pupil Premium spending. Improving the quality of teaching is our top priority, including professional development, training and support for early career teachers and recruitment and retention. Targeted support for struggling pupils is also a key component; as well as strategies that relate to non-academic factors, including providing enrichment opportunities and improving attendance, behaviour and social and emotional support.*

*As part of the additional provision made for pupils who belong to vulnerable groups, the Federation will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for our disadvantaged pupils, 'The Whitchurch Church of England Federation' recognises that not all pupils who receive free school meals will be socially disadvantaged. The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the Federation has legitimately identified as being socially disadvantaged.*

*The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are at risk of under-performing. The Federation therefore focuses on these pupils just as much as pupils with low results."*

### **Main Aims**

- We will adopt a whole school outward facing approach to supporting disadvantaged pupils, developing a collective responsibility for addressing challenges, raising outcomes and a belief that all pupils can attain well. As a team, we will learn from effective practice and research evidence.
- Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, and pedagogy, and clear curriculum drivers, which form the consensus amongst our team over what is required to support all children.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Staff will identify

pupils with the greatest need within each year group, therefore understanding disadvantage in context.

- The majority of our work through the Pupil Premium funding this year will be aimed at focusing on the key challenges that are preventing our disadvantaged pupils from attaining well across reading, writing and maths, including additional challenges that have been identified as a consequence of school closures throughout 2020-2021. We will identify the likely challenges to learning for our identified disadvantaged children and link them to desirable outcomes as the basis for choosing appropriate actions and approaches to address them.
- We will take into account guidance detailed in the DfE publications: Education Recovery, support for early years' settings, schools and providers of 16-19 education, June 2021 and Teaching a broad and balanced curriculum for education recovery, June 2021. Our main focus will be ensuring pupils catch up with their reading and writing. Our priority in lower KS2 is the successful teaching of phonics using the Read, Write Inc. programme as reading is so important for accessing the rest of the curriculum, ensuring pupils catch up on their reading is essential.
- The Pupil Premium funding will be allocated to a series of early interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. This year we will allocate funding to support oral language intervention through Talk Boost. We will continue to adopt a whole school approach to developing vocabulary using the Word Aware approach.
- Funded interventions will also include pastoral support where appropriate for example attendance support, family liaison, development of social skills, self – regulation and strategies to support those pupils displaying challenging, oppositional behaviours.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Arbor, individual Intervention Impact Reports, Pupil Progress Meetings, diagnostic assessment and financial systems).

## Challenges

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

| Challenge number | Detail of challenge   |
|------------------|---|
| 1                | <p><b>Attainment and progress in reading.</b></p> <p>Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectations. International research</p> |

shows that reading attainment directly impacts on future academic achievement, wellbeing and success in life. A significant number of year4 children do not have age appropriate decoding skills. (see previous year information below)

Autumn 2022:

|        | Disadvantaged      | Non-disadvantaged  |
|--------|--------------------|--------------------|
| Year 3 | 30% EXP or above   | 63.8% EXP or above |
| Year 4 | 68.5% EXP or above | 80.3% EXP or above |
| Year 5 | 68.4% EXP or above | 77.4% EXP or above |
| Year 6 | 72.7% EXP or above | 74.1% EXP or above |

Autumn 2023:

|        | Disadvantaged      | Non-disadvantaged  |
|--------|--------------------|--------------------|
| Year 3 | 44% EXP or above   | 78.3% EXP or above |
| Year 4 | 35% EXP or above   | 50% EXP or above   |
| Year 5 | 57.1% EXP or above | 73.7% EXP or above |
| Year 6 | 47.6% EXP or above | 74.5% EXP or above |

2

**Attainment and progress in writing.**

Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectation..

Autumn 2022:

|        | Disadvantaged      | Non-disadvantaged  |
|--------|--------------------|--------------------|
| Year 3 | 30% EXP or above   | 61.7% EXP or above |
| Year 4 | 63.2% EXP or above | 71.1% EXP or above |
| Year 5 | 57.9% EXP or above | 69.8% EXP or above |
| Year 6 | 48.5% EXP or above | 58% EXP or above   |

Autumn 2023:

|        | Disadvantaged      | Non-disadvantaged  |
|--------|--------------------|--------------------|
| Year 3 | 28% EXP or above   | 73.3% EXP or above |
| Year 4 | 30% EXP or above   | 43.2% EXP or above |
| Year 5 | 57.1% EXP or above | 64.9% EXP or above |
| Year 6 | 47.6% EXP or above | 69.1% EXP or above |

3

**Attainment and progress in maths.**

Assessments show that a significant proportion of disadvantaged pupils are not reaching age-related expectations.

Autumn 2022

|        | Disadvantaged      | Non-disadvantaged  |
|--------|--------------------|--------------------|
| Year 3 | 35% EXP or above   | 70.2% EXP or above |
| Year 4 | 73.7% EXP or above | 84.6% EXP or above |
| Year 5 | 63.2% EXP or above | 69.8% EXP or above |
| Year 6 | 54.5% EXP or above | 66.1% EXP or above |

Autumn 2023:

|        | Disadvantaged      | Non-disadvantaged  |
|--------|--------------------|--------------------|
| Year 3 | 40% EXP or above   | 78.3% EXP or above |
| Year 4 | 45% EXP or above   | 65.9% EXP or above |
| Year 5 | 47.6% EXP or above | 71.9% EXP or above |
| Year 6 | 52.4% EXP or above | 70.9% EXP or above |

4

**Oracy, language and communication skills**

Underdevelopment of oracy skills means children are less confident, curious and resilient and are unable to access the curriculum. Poor vocabulary impacts on children’s ability to perform to ARE in reading assessments.

Autumn 2022:

|        | Disadvantaged      | Non-disadvantaged  |
|--------|--------------------|--------------------|
| Year 3 | 30% EXP or above   | 63.8% EXP or above |
| Year 4 | 68.5% EXP or above | 80.3% EXP or above |
| Year 5 | 68.4% EXP or above | 77.4% EXP or above |
| Year 6 | 72.7% EXP or above | 74.1% EXP or above |

Autumn 2023:

|        | Disadvantaged      | Non-disadvantaged  |
|--------|--------------------|--------------------|
| Year 3 | 44% EXP or above   | 78.3% EXP or above |
| Year 4 | 35% EXP or above   | 50% EXP or above   |
| Year 5 | 57.1% EXP or above | 73.7% EXP or above |
| Year 6 | 47.6% EXP or above | 74.5% EXP or above |

5

**Attendance**

Some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.

Analysis of attendance confirms that some disadvantaged families need ongoing additional support to sustain better punctuality and attendance.

Attendance for key groups and individuals remains a priority. (see previous years information below)

|   |  |
|---|--|
| 6 | <p><b>Supporting social, emotional and mental health needs of pupils</b></p> <p>Some disadvantaged children have social, emotional and mental health needs and this has a detrimental effect on their ability to engage with learning.</p> <p>In Autumn 2022/23 72% of disadvantaged pupils were identified as being vulnerable.</p> <p>In Autumn 2022/23 22% of disadvantaged pupils were identified as having SEMH needs with 9% of disadvantaged pupils on the SEN register for SEMH needs.</p> <p>In Autumn 2022/23 13% of disadvantaged pupils were placed on behaviour charts due to a lack of ability to regulate emotions. 50% of children placed on behaviour charts were disadvantaged.</p> <p>In Autumn 2022/2023 16 days of education for disadvantaged pupils were lost as a result of suspensions (3 pupils)</p> |
|---|--|



## 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   |
|---|--|
| <p>Improved outcomes for disadvantaged pupils in reading at the end of KS2.</p> | <p>Pupils are assessed using standardised tests, which are used to inform the next steps.</p> <p>Children on the SEND register meet their personal targets in reading.</p> <p>End of KS outcomes and internal data show that gap between disadvantaged and non-disadvantaged pupils performing at age related expectations is narrowing.</p> <p>Reading fluency will improve as assessed using multi-dimensional fluency rubric.</p> <p>Children will demonstrate a love of reading and literature.</p> <p>Gaps in phonic knowledge will be identified and closed through RWI teaching and intervention.</p> <p>Children will be exposed to a range of high-quality texts, authors and subject specific vocabulary to build on their language use and understanding.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP, pupil progress, learning walks, progress data.)</i></p> |
| <p>Improved outcomes for disadvantaged pupils in maths by the end of KS2.</p>   | <p>End of Key Stage outcomes and internal data show the gap between disadvantaged and non-disadvantaged national performing at ARE is narrowing.</p> <p>Pupils are assessed against national standards using NTS assessments to inform next steps.</p> <p>Pupils will demonstrate fluent recall of mathematical facts and apply this knowledge to more complex problem solving.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP, pupil progress, learning walks, progress data.)</i></p>  |

Improved writing attainment for disadvantaged pupil by the end of KS2.

End of Key Stage outcomes and internal data show the gap between disadvantaged and non-disadvantaged national performing at

|   |  |
|---|--|
|   | <p>ARE is narrowing, in line with national figures.</p> <p><i>(Measured through KS2 SATs, IDSR/ASP, pupil progress, learning walks, progress data.)</i></p>  |
| <p>Pupils have better developed oracy, language and communication skills.</p> | <p>Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS2. (Unless identified SEN Communication &amp; Language needs are identified).</p> <p><i>(Measured through diagnostic testing (BPVS/Talk Boost), attainment and progress data for reading / writing/ maths, lesson observations, work scrutiny, pupil voice, pupil progress meetings).</i></p> |
| <p>There is an improvement in the attendance of disadvantaged pupils.</p>     | <p>Attendance for disadvantaged pupils is at least 96% each half term.</p> <p>There is a reduction in the number of disadvantaged children who are persistently absent and is at least in line with National non disadvantage.</p> <p><i>Measured through MIS attendance data, IDSR/ASP)</i></p>   |

|  |  |
|--|--|
| <p>Social, emotional and mental health needs of disadvantaged pupils are rapidly identified and support is put in place.</p> | <p>There is a reduction in the number of behaviour incidents for disadvantaged pupils.</p> <p>The majority of children display appropriate learning behaviours and engage fully with their learning.</p> <p>The majority of disadvantaged pupils will demonstrate awareness of and implement self-regulation strategies and can talk about their emotions.</p> <p>Then the number of sanctions / incidents /exclusions will reduce.</p> <p>Appropriate early identification/ support is in place for all disadvantaged pupils with SEMH needs including those with SEND.</p> <p><i>(Measured through CPOMS reports, learning walks, staff/parent/pupil voice.)</i></p> |
|--|--|

## 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: £ 34,148

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| <p>Continue to provide a programme of high quality CPD rooted in research, including support for early careers teachers.</p>       | <p><a href="#">EEF Effective Professional Development</a></p> <p>"Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap."</p> <p><a href="#">The effects of high quality professional development on teachers and students</a></p> <p>"High-quality CPD for teachers has a significant effect on pupils' learning outcomes. CPD programmes have the potential to close the gap between beginner and more experienced teachers: the impact of CPD on pupil outcomes (effect size 0.09) compares to the impact of having a teacher with ten years' experience rather than a new graduate (0.11). CPD also has similar attainment effects to those generated by large, structural reforms to the school system (0.1)."</p> | <p>1, 2, 3, 4</p>             |
| <p>Provide ongoing professional development in RWI phonics and Fresh start, including instructional coaching (Reading leader).</p> | <p><a href="#">Phonics EEF</a></p> <p>"Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds."</p> <p><a href="#">EEF Making Best Use of Teaching Assistants</a></p> <p>Research on TAs delivering targeted interventions in one-to-one or small</p>   | <p>1</p>                      |

|  |  |         |
|--|--|---------|
|  | group settings shows a consistent impact on attainment of approximately three to four additional months' progress  |         |
| Ongoing enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. Our Maths subject leader will have access to St Bart's Trust Maths Hub 'Core Five' resources and CPD and support from SBMAT /Maths hub Maths SLE. | <a href="#">EEF Improving Mathematics in Key Stages 2 and 3</a><br>"The focus is on improving the quality of teaching. Excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught."                         | 3       |
| Ongoing enhancement of our English teaching and curriculum planning in line with DfE and EEF guidance. Our English subject leader will have access to St Bart's Trust English Hub 'Core Five' resources and CPD.                                       | <a href="#">EEF Improving Literacy in KS2</a><br>"The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."  | 1, 2    |
| Embed Pathways schemes (Reading, Writing and Spelling) throughout the academy)   | <a href="#">EEF Improving Literacy in KS2</a><br>"The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing."  | 1, 2, 4 |
| Purchase of standardised diagnostic assessments to identify pupil needs, inform teaching & learning and targeted academic intervention. 22/23 NTS assessments.   | <a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupilpremium/EEF-Diagnostic-AssessmentTool.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupilpremium/EEF-Diagnostic-AssessmentTool.pdf</a><br>Standardised tests provide specific information about the individual needs of pupils so that the correct universal or additional support can be provided. | 1,2,3,4 |
| Develop Families and Inclusion Team to include Strategic Lead, Learning Mentors (ELSA), Family support assistant and Nurture lead. Secure external support to work with children exhibiting high challenge behaviour. Engage with DfE                  | <a href="https://www.gov.uk/government/publications/behaviour-in-schools_Schools.pdf">https://www.gov.uk/government/publications/behaviour-in-schools_Schools.pdf</a><br><br><a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1101</a>                 | 5,6     |

|  |   |         |
|--|---|---------|
| Thinking classrooms  | Developing questions and engaging all pupils in all lessons to promote learning   | 1,2,3,4 |
| Implement Instructional coaching, led by Vice Principal, for teachers to ensure consistency of high quality teaching strategies in all classrooms. | <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Implementation/Professional-Development-Summary.pdf</a></p> <p>When staff all have the same understanding of the workings of particular techniques, the organisation is well prepared for rapid development. WalkThrus provide a common reference point so that, through discussion and practice, each teacher and teacher-coach is able to engage with the ideas in the same manner, step by step. With shared understanding, the emphasis is then on how to improve implementation without risking miscommunication or wasting energy on defining the steps.</p> | 1,2,3,4 |

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

Budgeted cost: £ 36, 181

| Activity                              | Evidence that supports this approach          | Challenge number(s) addressed |
|---------------------------------------|---|-------------------------------|
| Embed Pathways to progress to provide | <a href="#">EEF Improving Literacy in KS2</a> | 2                             |

|   |  |      |
|---|--|------|
| targeted intervention for writing.<br><br><b>Thinking classrooms</b>  | "The message from the evidence summarised in this report is clear: to excel in literacy, pupils need high quality teaching and extensive opportunities to practice reading and writing." |      |
| Purchase of standardised diagnostic assessments to identify pupil needs, inform teaching & learning and targeted academic intervention  | <a href="#">EEF diagnostic assessments</a>   | 1,3  |
| Talk Boost Intervention   | <a href="#">Talk Boost</a>   | 2, 4 |
| RWINC fast track phonics (LKS2) Fresh start (UKS2)  | <a href="#">Phonics EEF</a>  | 1    |
| Pathways to progress intervention   | <a href="#">Small Group tuition</a>  | 2, 4 |
| Additional reading fluency sessions.  | <a href="#">Small Group tuition</a><br><a href="#">EEF Improving Literacy in KS2</a>   | 1, 4 |
| Regular, 1:1 additional reading with an adult for identified children who are unable to read at home and are at risk of underachieving. | <a href="#">DfE The reading framework</a><br>Section 4   | 1, 4 |

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

Budgeted cost: £ 52 000

| <b>Activity</b>                                     | <b>Evidence that supports this approach</b>   | <b>Challenge number(s) addressed</b> |
|---|---|--------------------------------------|
| Embed ELSA and nurture provision in the academy and | There is extensive evidence associating childhood social and emotional skills with improved | 1,2,3,4,6                            |



|  |  |             |
|--|--|-------------|
| <p>secure external support to work with children exhibiting high challenge behaviour.</p>  | <p>outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">EEF Social and Emotional Learning</a></p> <p>Secure morning breakfast clubs to engage pupils into school and calm routines before the school starts, to improve attendance and to provide opportunities in school for pupils to be supported with any homework needs</p>  |             |
| <p>Strengthen the families and inclusion team by appointing a strategic lead.</p> <p>Employ a Family Support Assistant to support and engage families to support their children's academic learning, as well as more intensive programmes for families in crisis.</p> <p>Employ two Learning mentors to support children with emotional health / self-regulation / meta-cognition.</p> <p>Strengthen the SEND Support Team – Workshops for parents, (UYC, Sleep)</p> <p>Ongoing liaison with Local Authority Education Access Team with an ongoing focus on Persistent Absentees</p> | <p><a href="#">EEF Parental Engagement</a></p> <p><a href="#">EEF Social and Emotional Learning</a></p> <p>NFER briefing for school leaders identifies addressing attendance as a key step- "higher levels of pupil absence were associated with poorer outcomes for disadvantaged pupils in both primary and secondary schools".</p> <p><i>'Children who are persistently absent are affected in a number of ways. Pupils who have ongoing <b>absence issues often come from disadvantaged backgrounds.</b> These children may start school behind their peers in terms of their language and social development, and missing lots of school makes it harder for them to catch up. When a child is allowed to miss school on a frequent basis, they develop poor attitudes to school. They're more likely to truant at secondary level, and this affects their GCSE grades and their chances of finding a job, further education or training'. DfE 2012</i></p> | <p>5, 6</p> |

**Total budgeted cost: £ £122,329**  
(budget £123,786.04 underspend £1457.04)

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Following the review of the performance of our disadvantaged pupils performance KS2 performance data, multiplication check results and internal assessments, we compared outcomes of disadvantaged and non-disadvantaged pupils within the academy and nationally.

Despite clear progress made, there is inconsistency across cohorts, particularly those with the most vulnerable pupils.

The pupil premium review for 2022-2023 :

#### **1. Improved outcomes for disadvantaged pupils in reading at the end of KS2:**

- Evaluated the current strategies and interventions in place for improving reading skills of disadvantaged pupils and place in a tracking system including an AI tracker to support reluctant readers

- Monitored and assessed the impact of these interventions on the progress and attainment of disadvantaged pupils on a half termly basis

- Identified any gaps in provision and implement additional strategies, if necessary at this point.

- Analysed the data and identified trends to inform future planning and decision-making.

- New book stock ordered to revisit book banding systems. Collins Big Cat books, from band Orange to Pearl purchased in Spring term 2.

- Book order for reading for pleasure in Spring Term 2 from Madeline Lindley, providing greater access to new, high-quality fiction and non-fiction texts linked to the curriculum.

- Children from the school council engaged in selecting new house authors. All pupils grouped into the new houses of JK Rowling, Michael Morpurgo, Julia Donaldson and Roald Dahl.

- Book vending machine purchased in Summer 2 which will provide free books for pupils, in readiness for the following academic year.

#### Y3 reading data:

Y3 overall 49% EXP or higher

Y3 PP 42% EXP or higher

Y3 non-PP 52% EXP or higher

Gap of 10%

#### Y4 reading data:

Y4 overall 74% EXP or higher  
Y4 PP 52% EXP or higher  
Y4 non-PP 82% EXP or higher  
Gap 30%

Y5 reading data:

Y5 overall 70% EXP or higher  
Y5 PP 53% EXP or higher  
Y5 non-PP 76% EXP or higher  
Gap 23%

Y6 reading data:

Y6 overall 60.4% EXP or higher  
Y6 PP 45.5% EXP or higher  
Y6 non-PP 68.3%

Gap 22.8%

## **2. Improved outcomes for disadvantaged pupils in maths by the end of KS2:**

- Reviewed the effectiveness of existing strategies and interventions for improving maths skills of disadvantaged pupils and introduced power maths in the Spring Term to improve pupil outcomes and engagement in lessons
- Monitored and evaluated the progress and attainment of disadvantaged pupils in maths using in end of term tests and end of unit assessments
- Identified any barriers or challenges faced by these pupils and develop targeted interventions to address them.
- Utilised data analysis to inform future planning and intervention strategies.
- A new maths lead was appointed in Summer 2 to support developments maths curriculum in the next academic year.

Y3 maths data:

Y3 overall 62% EXP or higher  
Y3 PP 79% EXP or higher  
Y3 non-PP 70% EXP or higher  
Gap + 9%

Y4 maths data:

Y4 overall 69% EXP or higher  
Y4 PP 43% EXP or higher  
Y4 non-PP 80% EXP or higher  
Gap 37%

Y5 maths data:

Y5 overall 66% EXP or higher  
Y5 PP 53% EXP or higher  
Y5 non-PP 70% EXP or higher  
Gap 17%

Y6 maths data:

Y6 overall 50% EXP or higher  
Y6 PP 36.4% EXP or higher  
Y6 non-PP 57.1 EXP or higher  
Gap 20.7%

**3. Improved writing attainment for disadvantaged pupils by the end of KS2:**

- Reviewed the current approaches and interventions being used to improve writing skills of disadvantaged pupils, grammar lessons put into action along with a renewed English curriculum for Pathways to write

- Monitored and assessed the progress and attainment of these pupils in writing, through moderation in school.

- Identified areas for improvement and implemented appropriate interventions to support disadvantaged pupils in developing their writing skills quickly.

- Utilise assessments and data analysis to inform future planning and include 'gap' filling sessions for missed learning

- After school clubs to support pupils further

Y3 writing data:

Y3 overall 48% EXP or higher  
Y3 PP 37% EXP or higher  
Y3 non-PP 52% EXP or higher  
Gap 15%

Y4 writing data:

Y4 overall 67% EXP or higher  
Y4 PP 52% EXP or higher  
Y4 non-PP 72% EXP or higher  
Gap 20%

Y5 writing data:

Y5 overall 65% EXP or higher  
Y5 PP 53% EXP or higher  
Y5 non-PP 68% EXP or higher  
Gap 15%

Y6 writing data:

Y6 overall 72.7% EXP or higher

Y6 PP 68.8% EXP or higher

Y6 non-PP 74.6% EXP or higher

Gap 5.8%

**4. Pupils have better developed oracy, language, and communication skills:**

- Evaluated the existing strategies and interventions aimed at improving oracy, language, and communication skills of disadvantaged pupils. Ensure that the development of the SEND and Inclusion team are focusing on supporting pupils language acquisition

- Monitored the progress and development of these skills among disadvantaged pupils through the progress tests for Speech and Lanaguage.

- Identified any gaps in provision and implement additional strategies, if required, using additional TA intervention or further referrals to specialist agencies.

- Collaborate with relevant professionals and stakeholders to enhance pupil's oracy, language, and communication skills.

Y3 writing data:

Y3 overall 48% EXP or higher

Y3 PP 37% EXP or higher

Y3 non-PP 52% EXP or higher

Gap 15%

Y4 writing data:

Y4 overall 67% EXP or higher

Y4 PP 52% EXP or higher

Y4 non-PP72% EXP or higher

Gap 20%

Y5 writing data:

Y5 overall6 5% EXP or higher

Y5 PP 53% EXP or higher

Y5 non-PP 68% EXP or higher

Gap 15%

Y6 writing data:

Y6 overall 72.7% EXP or higher

Y6 PP 68.8% EXP or higher

Y6 non-PP 74.6% EXP or higher

Gap 5.8%

Y3 reading data:

Y3 overall 49% EXP or higher  
Y3 PP 42% EXP or higher  
Y3 non-PP 52% EXP or higher  
Gap of 10%

Y4 reading data:

Y4 overall 74% EXP or higher  
Y4 PP 52% EXP or higher  
Y4 non-PP 82% EXP or higher  
Gap 30%

Y5 reading data:

Y5 overall 70% EXP or higher  
Y5 PP 53% EXP or higher  
Y5 non-PP 76% EXP or higher  
Gap 23%

Y6 reading data:

Y6 overall 60.4% EXP or higher  
Y6 PP 45.5% EXP or higher  
Y6 non-PP 68.3%  
Gap 22.8%

Talk About intervention:

Out of pupils identified to access the intervention, 50% were Pupil Premium.

## **5. Improvement in the attendance of disadvantaged pupils:**

- Reviewed the attendance data of disadvantaged pupils and compare it with non-disadvantaged pupils.

- Identified any persistent patterns or challenges in attendance for disadvantaged pupils, clear systems put into place to capture these pupil attendance as it dips to put support in place before it becomes significant.

- Implemented targeted strategies and interventions to improve attendance among this group.

- Monitored and evaluate the impact of these strategies on the attendance of disadvantaged pupils.

Y3 PP attendance data 22/23: 94.6%

Y3 PP attendance data 23/24 Autumn term: 94.78%

Attendance is up by 0.18%

Y4 PP attendance data 22/23: 95.59%

Y4 PP attendance data 23/24 Autumn term: 96.04%

Attendance is up by 0.45%

Y5 PP attendance data 22/23: 95.29%

Y5 PP attendance data 23/24 Autumn term: 95.08%

Attendance is down by 0.21%

Y6 PP attendance data 22/23: 93.61%

Y6 PP attendance data 23/24 Autumn term: 96.27%

Attendance is up by 2.66%

## **6. Rapid identification and support for the social, emotional, and mental health needs of disadvantaged pupils:**

- Assessed and evaluated the current procedures for identifying and supporting the social, emotional, and mental health needs of disadvantaged pupils.

- Strengthen systems for early identification and intervention to support disadvantaged pupils.

- Collaborated with relevant professionals and agencies to provide targeted support and interventions.

- Regularly reviewed and adapted these systems to ensure the needs of disadvantaged pupils are met effectively.

- Focus of the SEND and Inclusion Team that a member of the team is focusing on SEMH and supporting pupils
- The development of the Families and inclusion team in 2022-2023 to include two learning mentors, a newly appointed SENDCO and a senior mental and wellbeing lead will provide more bespoke support for individual children alongside a whole school focus on re-prioritising behaviour. Our approach to behaviour management will be reviewed as part of our engagement with the DfE behaviour hub programme. Our priority will be to embed social norms and systems and to review our behaviour policy, provided CPD for staff to ensure consistency of approach.
- Two Learning Mentors were appointed to support SEMH needs. Interventions and support packages in ELSA, No Worries, Nurture and Transition Toolbox were available to children.
- A Nurture space called 'The Hive' was developed by Learning Mentors over the course of the academic year.
- A parent survey, sent in June '23, had 110 responses. Of these, 80.91% reported that the school made sure pupils are well behaved; 94.55% felt that their child was safe in school; 91.82% felt that their child was happy in school.

- CPOMS logs for behaviour related incidents in Autumn term totalled 555.
- A behaviour-lead supported school through Autumn 2.

CPOMS logs for behaviour related incidents in Spring term totalled 97.

CPOMS logs for behaviour related incidents in summer term totalled 56.

The Junior Academy participated in Behaviour Hubs DfE programme until June '23. As part of this, the following data around behaviour was collated:

- Autumn Term 1 Perm Ex / 12 suspensions / 6 pupils suspended / Total of 53 days
- Spring Term 3 Perm Ex / 9 suspensions / 7 pupils suspended / Total of 25.5 days
- Summer Term 0 Perm Ex / 0 pupils suspended / Total of 0 days (3 after school detentions)



## 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.*

| <b>Programme</b>                  | <b>Provider</b>      |
|-----------------------------------|----------------------|
| BPVS                              | GL assessment        |
| NTS                               | Hodder Education     |
| Rwinc phonics                     | Ruth Miskin          |
| Pathways to Read, Write, progress | The literacy company |
| Talkboost                         | I-Can                |