



# Pupil Premium Strategy 2021-2025

*‘Delivering Excellence,  
rooted in high expectations’*



(Updated November 2025)

# Pupil Premium Strategy Statement 2021-2025

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils. In September 2021, we created a four-year strategy therefore, this plan will develop and be evaluated each academic year and concludes at the end of 2024-2025.

The strategy begins with the pupil premium funding allocations, including the recovery premium for the 2021 to 2022 academic year, 2022 to 2023 academic year, 2023 to 2024 academic year and 2024 to 2025 academic year – the final year of our strategy.

It outlines our four-year pupil premium strategy, how we intend to spend the funding in each academic year and the effect that last year's spending of pupil premium had within our school. Leaders have evaluated each academic year to plan for the next academic year.

## School overview 2021-2022

Detail	Data
School name	Normanton Junior Academy
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	27% (93 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	September 2021
Date on which it will be reviewed	January 2022
Statement authorised by	Luke Welsh – Headteacher
Pupil premium Lead	Luke Welsh (HT) Michael Berry (DHT)
Governor lead	Martin Beedle

## Funding overview 2021-2022

Detail	Amount
Pupil premium funding allocation this academic year	(88 pupils) £118,360
Recovery premium funding allocation this academic year	(94 pupils) £13,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£131,990

## School overview 2022-2023

Detail	Data
School name	Normanton Junior Academy
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	27% (94 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	September 2022
Date on which it will be reviewed	January 2023
Statement authorised by	Luke Welsh – Headteacher
Pupil Premium Lead Team	Luke Welsh (HT) Michael Berry (DHT) Megan Black (AHT)
Governor lead	Steve Barrett

## Funding overview 2022-2023

Detail	Amount
Pupil premium funding allocation this academic year	(84 pupils) £116,340
Recovery premium funding allocation this academic year	(89 pupils) £12,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£129,245

## School overview 2023-2024

Detail	Data
School name	Normanton Junior Academy
Number of pupils in school	352
Proportion (%) of pupil premium eligible pupils	30% (104 pupils) <i>(National – 22%)</i>
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended)</b>	2021-2022 to 2024-2025
Date this statement was published	September 2023
Date on which it will be reviewed	March 2024
Statement authorised by	Luke Welsh – Headteacher
Pupil Premium Lead	Luke Welsh (HT) Michael Berry (DHT)
Governor lead	Steve Barrett

## Funding overview 2023-2024

Detail	Amount
Pupil premium funding allocation this academic year	(96 pupils) £139,680
Recovery premium funding allocation this academic year	(101 pupils) £14,645
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£154,325

## School overview 2024-2025

Detail	Data
School name	Normanton Junior Academy
Number of pupils in school	350
Proportion (%) of pupil premium eligible pupils	29% (101 pupils) ( <i>National – 24.6%</i> )
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 to 2024-2025
Date this statement was published	September 2024
Date on which it will be reviewed	Autumn 2025 – Final Evaluation
Statement authorised by	Luke Welsh – Headteacher
Pupil Premium Lead	Luke Welsh (HT) Michael Berry (DHT) Megan Black (AHT)
Governor lead	Steve Barrett

## Funding overview 2024-2025

Detail	Amount
Pupil premium funding allocation this academic year	(101 pupils) £149,480
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,480

# Part A: Pupil Premium Strategy Plan

## Statement of Intent



*Normanton Junior Academy is a school where **all** our children belong, regardless of their starting points, barriers or challenges.*

*It is about our children feeling safe, secure, happy and healthy so they are ready to learn.*

Our intention is that **all** pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential across all subject areas. We want all pupils to want to come to school, be their best and be confident, independent, successful learners. The focus of our pupil premium strategy is to support disadvantaged pupils (any pupil at risk of underachievement) to achieve these goals and provide them with a range of opportunities which prepare them for the next stage of their education.

From September 2021, leaders have created a four-year Academy Improvement Plan where all key priorities are designed to address the challenges disadvantaged children face at our school. Therefore, our four-year pupil premium strategy, concluding in July 2025, is an integral part of school improvement rather than a separate plan.

We consider the challenges faced by vulnerable pupils, including children in care, those who have a social worker or those with special educational needs and disabilities and provide a clear pastoral offer. 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 – every day, for all – can, and will, make a difference.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support and this has been a priority for our school over recent years. 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. Developing teaching practice, over a sustained period, has, and continues to drive meaningful change in our setting. This approach means all children are taught the

same curriculum and content; all children receive an equitable offer with the same opportunities. No child in our school is going to feel different or that they can't achieve if they are accessing the same offer as everyone else.

As a result, the targeted academic support provided at our school supports and complements learning, it doesn't replace it. We have a clear mantra that if an 'intervention' becomes an 'outervention', meaning the intervention is not **better** than what the quality first teaching, in class, is providing – we don't do it!

In the first two years of this plan, our strategy was also integral to wider school plans for education recovery where additional support was required for pupils whose education and wellbeing (including wider family members) were impacted by the Covid-19 pandemic, notably the targeted support offered through the use of the National Tutoring Programme.

We also continue to acknowledge and adapt our curriculum to prioritise teaching, missed content or skills that allow pupils to make sense of later work in the curriculum; as of July 2025, our current Y6 children were in Reception during the first 2020 lockdown and Year 1 in the second 2021 lockdown so we fully acknowledge vital parts of their Early Years and Key Stage 1 journey and curriculum were significantly impacted. A broad and balanced curriculum is therefore vital for all our pupils to ensure they can flourish, and they all receive an equitable offer regardless of backgrounds or barriers.

Our approach will always 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
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- use evidence-based approaches that support our challenges, with a clear rationale as to why we are using this 'resource or strategy', for example, how we are going to do this and what the clear impact will be.
- provide targeted academic support which 'complements' quality first teaching – it doesn't replace it. We want this to support and finely tune the individual needs of our pupils.
- Ensure that wider strategies used help to address non-academic barriers for further success at school, thus then having a significant influence on their attainment.

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	Internal and external (where available) assessment indicate children's fluency/decoding skills to support stamina for reading have significant weaknesses and gaps, therefore they cannot read with sufficient fluency.
2	Internal and external (where available) assessment shows that a significant minority of children have gaps in basic maths knowledge, including their vocabulary.
3	Pupils' wider experiences from their home life are limited for some children. The school's demographic of white British limits their understanding of key themes i.e. equality, diversity etc.
4	Observations and discussions with pupils suggest that many pupils do not have a range of cognitive strategies to draw upon, relying on a favoured strategy which may not be best suited to a task. Due to this, some pupils are not motivated to tackle potentially challenging tasks.
5	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
6	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2025)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.	<p>Accelerated Reader data shows an average increase in reading age of at least 14 months over the course of the year in each year group.</p> <p>KS2 reading outcomes for all pupils is at least in line with the national average.</p> <p>KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average.</p>
Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.	<p>Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use Stage 5 and 6 strategies confidently.</p> <p>Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25).</p> <p>The Feedback Policy supports addressing basic gaps.</p>
School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.*	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.
Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks.	<p>Pupils display a range of taught cognitive strategies relevant to their age and level of understanding.</p> <p>Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning.</p> <p>As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>
Achieve and sustain improved attendance for all pupils. Disadvantaged pupils, particularly, attend school whenever they are able to.*	<p>The average attendance of disadvantaged pupils is at least 91% (21-22). This improves to at least 94% by July 2025.</p> <p>The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.</p> <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>The overall absence rate for all pupils being no more than 4% and there will be a significantly reduced <b>gap</b> in attendance for our disadvantaged pupils.</li> <li>The percentage of all pupils who are persistently absent being below 10%.</li> </ul>
Children and families receive high-quality pastoral support.*	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p>

	<ul style="list-style-type: none"><li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li><li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li><li>• Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li></ul>
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*\* offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.*

## Activity in the academic year 2021-2022 (Year 1)

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: £50,439

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT training	<a href="#">ECT framework</a> introduced by the DfE to improve quality of teaching and teacher retention.	1, 2, 3, 4
Introduce Accelerated Reader programme	<a href="#">EEF research</a> shows +3 months progress / year.	1
Purchase books for home reading and school library subscription service	<a href="https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure">https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</a>  <a href="#">DFE Reading Framework</a>  Reading for Pleasure: Transforming your school's reading culture programme via <a href="#">Jerry Clay English Hub</a>	1
Explore of a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> – Read Write Inc - to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  'Embedding Teaching for Mastery' Working Group as part of the Maths Hub programme.	2

Implementation of One Wakefield programme to improve outcomes for disadvantaged pupils	2-year partnership with <a href="#">Doncaster Research School</a>	1, 2, 4
Introduce <a href="#">Number Sense maths</a> programme in lower school and structured times tables format	Recommended by Trust School Improvement Officer for Maths.	2
Purchase of additional high-quality curriculum resources	This non-statutory guidance offers suggestions to help all maintained schools, academies, and free schools decide how to prioritise elements within their curriculum for education recovery.  These suggestions are based on the good practice evident in many schools, as exemplified in the case studies. <a href="#">DFE Teaching a broad and balanced curriculum for education recovery</a>	1, 2
Purchase a PSHE curriculum which supports statutory RSE, as well as SMSC/British Values, E-Safety etc.	Advice and guidance from colleagues within the Multi Academy Trust  <a href="#">Jigsaw PSHE Curriculum</a>	3, 6
Introduction to metacognitive and cognitive strategies	<a href="#">EEF research</a> shows +7 months progress / year.  One Wakefield Metacognition & Memory Programme in conjunction with Doncaster Research School	1, 2, 4

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

Budgeted cost: £13,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Accelerated Reader programme	<a href="#">EEF research</a> shows +3 months progress / year.	1
Introduce <a href="#">Number Sense maths</a> programme in lower school and structured times tables format	Recommended by Trust School Improvement Officer for Maths.	2
1stclass@arithmetic intervention	<a href="#">EEF Research</a> shows +2 months progress after 10 weeks of intervention.	2
Improve the quality of <a href="#">social and emotional (SEL) learning</a> – purchasing of ELSA Intervention	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning</a> <a href="#">EEF Case Study Example</a>	4
Engaging with the <a href="#">National Tutoring Programme</a> to provide a tuition for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

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

Budgeted cost: £69,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head released 0.5 days / week to oversee attendance strategy, including meeting with MAT EWO	DfE's <a href="#">Improving School Attendance</a>	5
Pastoral offer, including: SENDCo carrying out pastoral duties, 2.5 days / week  Learning Mentor employed to provide pastoral support  Improve the quality of <a href="#">social and emotional (SEL) learning</a> – purchasing of ELSA Intervention	<a href="#">KCSIE 2021</a> highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer.  <a href="#">EEF Case Study Example</a>  <a href="#">DFE Supporting Wellbeing</a>  <a href="#">DFE Mental Health &amp; Wellbeing in Schools</a>	6
Online Boxall Profile subscription	Referenced in <a href="#">DFE Mental Health &amp; Behaviour in schools</a>	6
Training for staff on wellbeing for pupils	Research from Wakefield LA EPS – Internal Staff CPD	6

**Total budgeted cost: £133, 458**

## Activity in the academic year 2022-2023 (Year 2)

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: £44,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT training for x2 teachers in their second ECT year	<a href="#">ECT framework</a> introduced by the DfE to improve quality of teaching and teacher retention.	1, 2, 3, 4
<i>Sustain</i> the use of the Accelerated Reader programme	<a href="#">EEF research</a> shows +3 months progress / year.	1
Continue to purchase books for home reading and review the school library subscription service	<a href="https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure">https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</a>  <a href="#">DFE Reading Framework</a>	1
<i>Deliver</i> a <a href="#">DfE validated Systematic Synthetic Phonics programme</a> – Read Write Inc - to secure stronger phonics teaching for all pupils.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
Further develop our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will continue to fund teacher release time to further embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a>  The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  'Sustaining Teaching for Mastery' Working Group as part of the Maths Hub programme.	2

Participate in 'Phase 2' One Wakefield programme to improve outcomes for disadvantaged pupils	2-year partnership with <a href="#">Bradford Research School</a> - <i>It will focus on strategies to develop language and communication, including developing oracy, vocabulary and metacognition, and its impact on outcomes.</i>	1, 2, 4
Continue with the <a href="#">Number Sense maths</a> programme in lower school and structured times tables format	Recommended by Trust School Improvement Officer for Maths.	2
Purchase of additional high-quality curriculum resources	<p>This non-statutory guidance offers suggestions to help all maintained schools, academies, and free schools decide how to prioritise elements within their curriculum for education recovery.</p> <p>These suggestions are based on the good practice evident in many schools, as exemplified in the case studies.</p> <p><a href="#">DFE Teaching a broad and balanced curriculum for education recovery</a></p>	1, 2

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

Budgeted cost: £15,480

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain the use of the Accelerated Reader programme	<a href="#">EEF research</a> shows +3 months progress / year.	1
Continue with the <a href="#">Number Sense maths</a> programme in lower school and structured times tables format	Recommended by Trust School Improvement Officer for Maths.	2
1stclass@arithmetic intervention	<a href="#">EEF Research</a> shows +2 months progress after 10 weeks of intervention.	2
Continue to improve the quality of <a href="#">social and emotional (SEL) learning</a> – deliver the ELSA Intervention and research other evidenced interventions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): <a href="#">EEF Social and Emotional Learning</a> <a href="#">EEF Case Study Example</a>	4
Continue to engage with the <a href="#">National Tutoring Programme</a> via the Tuition Partner route to provide support tuition, for pupils whose education continues to be most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  <a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1, 2

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

Budgeted cost: £69,665

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head released 0.5 days / week to strategically oversee attendance strategy, including meeting with MAT EWO	DfE's <a href="#">Improving School Attendance</a>  From September 2022 – DfE's <a href="#">Working Together to Improve School Attendance</a>  Waterton Academy Trust Attendance Policy – from September 2022.	5
Pastoral offer, including: SENDCo continuing to work alongside the Pastoral Team  Pastoral Support Officer full time, including DSL/attendance role  Learning Mentor employed to provide pastoral support  Improve the quality of <a href="#">social and emotional (SEL) learning</a> – delivery of ELSA Intervention	<a href="#">KCSIE 2022</a> highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer.  <a href="#">Wakefield Families Together</a>  <a href="#">EEF Case Study Example</a>  <a href="#">DFE Supporting Wellbeing</a>	6
Promoting children and young people's mental health and wellbeing - creation of Whole School Mental Health & Wellbeing Strategy	<a href="#">8 principles of a whole school or college approach to promoting mental health and wellbeing</a>  <a href="#">DFE Mental Health &amp; Wellbeing in Schools</a>  Anna Freud – <a href="#">Mentally Healthy Schools</a> has supported the creation of our own Mental Health & Wellbeing Strategy	1, 2, 3, 4, 5, 6
Training for staff on wellbeing for pupils	<a href="#">Mental Health First Aider</a> – Mr Welsh & Miss Gudge	6

**Total budgeted cost: £129,245**

## Activity in this academic year 2023-2024 (Year 3)

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: £xxx

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT training for x1 new member of staff (ECT 1)	<a href="#">ECT framework</a> introduced by the DfE to improve quality of teaching and teacher retention.	1, 2, 3, 4
<i>Sustain</i> the use of the Accelerated Reader programme	<a href="#">EEF research</a> shows +3 months progress / year.	1
Continue to purchase books for home reading and review the school library subscription service	<a href="https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure">https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</a>  <a href="#">DFE Reading Framework</a> – Purchase of <a href="#">Collins Little Wandle Fluency Programme</a> for small groups.	1
Further develop our maths teaching and curriculum planning in line with DfE and EEF guidance.  We will continue to fund teacher release time to further embed key elements of guidance in school and to access Maths Hub resources and CPD (including Sustaining Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  <a href="#">Maths guidance KS 1 and 2.pdf</a> ( <a href="http://publishing.service.gov.uk">publishing.service.gov.uk</a> )  The EEF guidance is based on a range of the best available evidence:  <a href="#">Improving Mathematics in Key Stages 2 and 3</a>  Second year of ' <a href="#">Sustaining Teaching for Mastery</a> ' Working Group as part of the Maths Hub programme.  Deputy Head/Maths Leader – Accredited Professional Development <a href="#">Primary Maths Specialist</a>	2
Purchase of additional high-quality curriculum resources	This non-statutory guidance offers suggestions to help all maintained schools, academies, and free schools decide how to prioritise elements within their curriculum for education recovery.	1, 2, 3

	<p>These suggestions are based on the good practice evident in many schools, as exemplified in the case studies.</p> <p><a href="#"><u>DFE Teaching a broad and balanced curriculum for education recovery</u></a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £xxxx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain the use of the Accelerated Reader programme	<a href="#">EEF research</a> shows +3 months progress / year.	1
Continue with the <a href="#">Number Sense maths</a> programme in lower school and structured times tables format	Recommended by Trust School Improvement Officer for Maths.  <a href="#">TTRS Case Studies</a>	2
Continue to improve the quality of <a href="#">social and emotional (SEL) learning</a> – deliver the ELSA Intervention and research other evidenced interventions.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):  <a href="#">EEF Social and Emotional Learning</a> <a href="#">EEF Case Study Example</a>	4

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

Budgeted cost: £xxx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head released 0.5 days / week to strategically oversee attendance strategy, including meeting with MAT EWO	DfE's <a href="#">Improving School Attendance</a>  From September 2022 – DfE's <a href="#">Working Together to Improve School Attendance</a>  Waterton Academy Trust Attendance Policy – from September 2023.	5
Pastoral offer, including: SENDCo continuing to work alongside the Pastoral Team  Pastoral Support Officer full time, including DSL/attendance role  Learning Mentor employed to provide pastoral support	<a href="#">KCSIE 2023</a> - highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer.  <a href="#">Wakefield Families Together</a>  <a href="#">EEF Case Study Example</a>  Improve the quality of <a href="#">social and emotional (SEL) learning</a> – delivery of ELSA Intervention	6
Introduction of Lunch Club – internal provision with pastoral team	<a href="#">DFE Supporting Wellbeing</a>  <a href="#">DFE Mental Health &amp; Wellbeing in Schools</a>	6
Additional Breakfast Club from 8:30am-8:50am	<a href="#">Magic Breakfast</a>	1, 2, 3, 4, 5, 6
Training for staff on wellbeing for pupils	<a href="#">8 principles of a whole school or college approach to promoting mental health and wellbeing</a>  <a href="#">Compass – Luggage for Life &amp; Individual Workshops</a>  <a href="#">Future in Mind – Mental Health Support Teams</a>	6

**Total budgeted cost: £xxxx**

## Activity in this academic year 2024-2025 (Year 4 – Final 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: £xxx

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT training for x1 member of staff in final year	<a href="#">ECT framework</a> introduced by the DfE to improve quality of teaching and teacher retention.	1, 2, 3, 4
Improve pedagogical understanding of what constitutes high quality teaching & learning for all	<a href="#">Teach Like a Champion</a> Pedagogy & Principles	1, 2, 3, 4
Continue to purchase books for home reading and review the school library subscription service	<a href="https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure">https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure</a>  <a href="#">DFE Reading Framework</a>	1
Read Write Inc - x2 in school 'Development Days' per year.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:  <a href="#">RWI Development Days</a>	1, 2
Assistant Heads participation in 'York 100' part of Reach 2 Foundation	<a href="#">Yorks 100 Programme</a> – providing insight and opportunities to visit other settings and MATs across the country, including the USA.	1, 2, 3, 4, 5, 6
Implementation of a new PSHE curriculum which supports statutory RSE, as well as SMSC/British Values, E-Safety etc.	'One Life' - a fully resourced personal development programme for schools teaching young people how to be mentally, socially and physically fit  <a href="#">DFE RSE Updated Guidance</a>	3, 4, 6

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

Budgeted cost: £xxx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchasing of x90 IPADs in order to introduce technology, apps and software into T&L activities and pedagogy.	<a href="#">TTRS Case Studies</a>  <a href="#">Microsoft Reading Coach</a>  <a href="#">Apple Classroom</a>	1, 2, 3, 4
Take part in the EEF Herts for Learning Reading Fluency Project as a 'control school'.	<a href="#">Herts for Learning research</a> - KS2 pupils typically make an average of 2 years and 3 months progress in reading comprehension age over the 8-week intervention, as measured by the York Assessment of Reading Comprehension (YARC) tool.  Gains in accuracy average 13 months, alongside improvements in fluency and prosody.	1
One to one and/or small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2, 4

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

Budgeted cost: £xxx

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head released 0.5 days / week to strategically oversee attendance strategy, including meeting with MAT EWO and Pastoral Support Officer	DfE's <a href="#">Improving School Attendance</a>  From September 2024 – DfE's <a href="#">Working Together to Improve School Attendance</a>  Waterton Academy Trust Attendance Policy – from September 2022.	5
Pastoral offer, including: SENDCo continuing to work alongside the Pastoral Team  Pastoral Support Officer full time, including DSL/attendance role  Learning Mentor employed to provide pastoral support  Improve the quality of <a href="#">social and emotional (SEL) learning</a> – delivery of ELSA Intervention	<a href="#">KCSIE 2024</a> highlights the need for 'Early Help' for pupils who have experienced multiple suspensions or are at risk of permanent exclusion, highlighting the need for proactive support to prevent escalation.  Wakefield EPS Service & ETT/EIT Provision  <a href="#">Wakefield Families Together</a>  <a href="#">DFE Supporting Wellbeing</a>  <a href="#">DFE Mental Health &amp; Wellbeing in Schools</a>  Anna Freud – <a href="#">Mentally Healthy Schools</a> has supported the creation of our own Mental Health & Wellbeing Strategy	1, 2, 3, 4, 5, 6
Jamie's Farm Day Residential x6 weeks for x10 Y5 children	<a href="#">Impact of Jamie's Farm</a>  <a href="#">EEF Outdoor Learning</a>	3, 6
Residentials – Y6 (Paris) and Y4 (PGL Outdoors)	<a href="#">EEF Outdoor Learning</a>	3, 6

**Total budgeted cost: £ xxx**

## Part B: Review of outcomes in the previous academic year (2021-2022) – Year 1

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils across each academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic years, drawing on national assessment data and our own internal summative and formative assessments.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

This details the impact that our pupil premium activity (year one of our four-year strategy) had on pupils in the 2021-2022 academic year.

*Due to COVID-19, performance measures were not published for 2021 to 2022 or 2020 to 2021 and as a result will not be used to hold schools to account.*

#### **Intended outcomes**

***This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025), and how we will measure whether they have been achieved.***

<b>Intended outcome</b>	<b>Success criteria</b>	<b>As of July 2022:</b>
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.	Accelerated Reader data shows an average increase in reading age of at least 14 months over the course of the year in each year group. KS2 reading outcomes for all pupils is at least in line with the national average.	KS2 reading outcomes for all pupils are in line with the national average. KS2 reading outcomes for disadvantaged pupils have improved and the gap has narrowed but is not yet in line with the national average.

	KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average.	See breakdown of outcomes below.
Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.	<p>Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use Stage 5 and 6 strategies confidently.</p> <p>Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25).</p> <p>The Feedback Policy supports addressing basic gaps.</p>	<p>Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use most Stage 5 and 6 strategies confidently but do not always chose the most efficient strategy.</p> <p>Year 4 times tables screening outcomes are not yet broadly in line with the national average (average score and % scoring 25/25).</p>
School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.*	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.	Leaders have implemented a full curriculum review, post pandemic. As a result, reading has been placed at the centre of the curriculum offer and planning now ensures that wider experiences and a broad & balanced offer is in place.
Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks.	<p>Pupils display a range of taught cognitive strategies relevant to their age and level of understanding.</p> <p>Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning.</p> <p>As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>	<p>Leaders have produced a new 'Teaching &amp; Learning Handbook' following continued CPD about cognitive and metacognitive strategies. As a result of this new guidance, teaching staff continue to teach these strategies and monitoring shows these positively impacting on the progress the children make in each lesson and over time.</p> <p>The children do not yet consistently use a range of strategies independently.</p>
Disadvantaged pupils attend school whenever they are able to.*	<p>The average attendance of disadvantaged pupils is at least 91% (21-22). This improves to at least 94% by July 2025.</p> <p>The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.</p>	Disadvantage attendance in 2021-2022 was broadly in line with other disadvantage pupils, nationally. As a result, attendance remains a key overarching priority for this strategy. Leaders full recognised that if the

	<p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and there will be a significantly reduced <b>gap</b> in attendance for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent being below 10%.</li> </ul>	<p>disadvantage pupils are not in school, this strategy cannot be applied.</p>
<p>Children and families receive high-quality pastoral support.*</p>	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li> </ul>	<p>Our assessments and observations indicated that the mental wellbeing of parents and our families were significantly impacted, last year, exacerbated by COVID-19-related issues.</p> <p>This impact was particularly acute for disadvantaged pupils due to the stress of their home life. We used pupil premium funding to provide wellbeing support and personalised pastoral support, in conjunction with other agencies and professionals, for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan by introducing our Mental Health &amp; Wellbeing Strategy from September 2022.</p>

End of Key Stage 2 July 2022 Outcomes Summary

- End of KS2 outcomes are significantly above national (59%) with 71% achieving EXS+ in Reading, Writing & Maths.
- End of KS2 disadvantaged outcomes are significantly above national, with 59% achieving EXS+ in Reading, Writing & Maths (43%).
- End of KS2 Reading outcomes are broadly in line with national (74%) with 75% achieving EXS+.
- End of KS2 Reading outcomes for pupils achieving the higher standard is 22% (28%).
- End of KS2 Reading outcomes for disadvantaged pupils are broadly in line with other disadvantaged pupils nationally (63%), with 59% of pupils achieving EXS+. This is also an improvement from the end of Year 5, when 44% were on track to achieve EXS+ in Reading).

- End of KS2 Reading outcomes for disadvantaged pupils achieving the higher standard are in line with other disadvantaged pupils nationally (17%), with 19% of dis pupils achieving the higher standard.
- End of KS2 Writing outcomes are significantly above national (69%) with 80% achieving EXS+.
- End of KS2 Writing outcomes for pupils achieving the Greater Depth is 5% (13%).
- End of KS2 Writing outcomes for disadvantaged pupils are significantly above with other disadvantaged pupils nationally (56%), with 67% of pupils achieving EXS+.
- End of KS2 Reading outcomes for disadvantaged pupils achieving the Greater Depth standard are in line with other disadvantaged pupils nationally (6%), with 4% of disadvantaged pupils achieving Greater Depth
- End of KS2 Maths outcomes are broadly in line with national (71%) with 79% achieving EXS+.
- End of KS2 Maths outcomes for pupils achieving the higher standard is 14% (22%).
- End of KS2 Maths outcomes for disadvantaged pupils are above other disadvantaged pupils nationally (57%), with 65% of pupils achieving EXS+. This is also an improvement from the end of Year 5, when 58% were on track to achieve EXS+ in Reading).
- End of KS2 Maths outcomes for disadvantaged pupils achieving the higher standard are slightly below with other disadvantaged pupils nationally (12%), with 8% of dis pupils achieving the higher standard.
- 22 children received tutoring as part of the National Tutoring Programme. 18 children (82%) achieved the EXS+ standard in Maths, an increase of 9% from their end of Y5 summer data point.
- 19 children received tutoring as part of the National Tutoring Programme. 15 children (79%) achieved the EXS+ standard in Reading, an increase of 37% from their end of Y5 summer data point.

## Part B: Review of outcomes in the previous academic year (2022-2023) – Year 2

This details the impact that our pupil premium activity (year two of our four-year strategy) had on pupils in the 2022-2023 academic year.

<b><u>Intended outcomes</u></b>		
<i>This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025), and how we will measure whether they have been achieved.</i>		
<b>Intended outcome</b>	<b>Success criteria</b>	<b>As of July 2023:</b>
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.	<p>Accelerated Reader data shows an average increase in reading age of at least 14 months over the course of the year in each year group.</p> <p>KS2 reading outcomes for all pupils is at least in line with the national average.</p> <p>KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average.</p>	<p>Our End of KS2 Outcomes, in July 2023, are the best results in our school's history, beating our July 2022 results!</p> <p>We are significantly above the national average in reading, writing and maths combined, for all pupils.</p> <p>We are significantly above the national average within the individual subjects of writing &amp; maths, for all pupils.</p> <p>KS2 reading outcomes for all pupils is above the national average with a continued improvement from last year.</p> <p>KS2 reading outcomes for disadvantaged pupils have improved again and are now above national compared to other disadvantage learners.</p> <p>These outcomes demonstrate the dedication, hard-work and commitment of all our children and staff. (These children had an extremely disruptive start to their KS2 journey, at NJA, so to attain these outcomes, is truly incredible!)</p> <p>Ofsted Report – July 23 - <i>Leaders make reading a priority across the school. They have introduced a range of approaches to</i></p>

		<p><i>encourage a love of reading. Leaders have reviewed the reading curriculum. Pupils build upon what they learn each year. Pupils that fall behind receive extra support. This helps them to develop the skills they need to read more confidently. Leaders have carefully selected the books teachers read to pupils at the end of each day. This helps pupils extend their knowledge of the curriculum.</i></p> <p>See breakdown of outcomes below.</p>
<p>Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.</p>	<p>Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use Stage 5 and 6 strategies confidently.</p> <p>Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25).</p> <p>The Feedback Policy supports addressing basic gaps.</p>	<p>Number Sense assessments continue to show that a large majority of pupils in Years 3 and 4 can use most Stage 5 and 6 strategies confidently still do not always choose the most efficient strategy. Leaders need to find an alternative offer for additive facts practice and recall.</p> <p>Year 4 times tables screening outcomes are not yet broadly in line with the national average (average score and % scoring 25/25).</p> <p>Despite having a timetables curriculum offer and plan, Leaders were disappointed with the MTC outcomes in July 2023.</p> <p>Adaptations to for the 23/24 offer, as well as ensuring consistency and rigour to the provision is being reviewed by the DHT and new Maths Subject Leader to ensure improvement in outcomes. A strategy used already has included one teacher being recorded teaching an effective times table lessons and this being shared with the whole teaching staff to evidence effective oral rehearsal, modelling etc.</p>

		<p>The Maths Subject Leader will also review provision with the Trust School Improvement Officer for Maths, and this is being included on the 2023-24 monitoring calendar.</p> <p><i>Ofsted Report (July 2023) - Leaders have introduced a new mathematics curriculum. Pupils spend time each day practising things they have already learned. They can remember important mathematical vocabulary. Adults ask questions that encourage pupils to think carefully. Pupils have frequent opportunities to develop their problem-solving skills.</i></p>
<p>School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.*</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>	<p>The curriculum continues to be reviewed and adapted based on all stakeholders.</p> <p><i>Ofsted Report (July 23) - Leaders have ensured that there are many opportunities for pupils to develop their talents and interests. Pupils enjoy taking part in a wide range of extracurricular experiences such as American football and media clubs. Clubs are well attended by all groups of pupils. Leaders prioritise the development of pupils' character. The school's reward system encourages pupils to be kind and to broaden their experiences. Leaders are ambitious for what pupils can achieve. Subject leaders have thought carefully about the knowledge that is included in the school's curriculum. Pupils enjoy a range of opportunities to experience trips to places of interest and visiting speakers. This helps to bring the curriculum to life. The provision for pupils' wider development is a strength of the school.</i></p>

<p>Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks.</p>	<p>Pupils display a range of taught cognitive strategies relevant to their age and level of understanding.</p> <p>Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning.</p> <p>As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>	<p>Continued improvements can be seen and leaders can evidence this across several classrooms and subject areas. However, there is still much work to do around feedback, assessment for learning and how this supports cognitive strategies within the classroom.</p> <p><i>Ofsted Report (July 2023) - Pupils enjoy attending Normanton Junior Academy. There are high expectations for their learning and behaviour. Whether in class or on the playground, pupils behave very well. Pupils are highly supportive of one another in classrooms and try to live up to the school's motto of 'together we learn'. Pupils are respectful of people's differences. They recognise that it is OK to be different. Pupils feel safe in school. Bullying is rare. Pupils are confident that staff will help them if they have any concerns.</i></p>
<p>Disadvantaged pupils attend school whenever they are able to.*</p>	<p>The average attendance of disadvantaged pupils is at least 91% (21-22). This improves to at least 94% by July 2025.</p> <p>The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.</p> <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and there will be a significantly reduced <b>gap</b> in attendance for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent being below 10%.</li> </ul>	<p>Whilst whole school attendance continues to slowly improve post pandemic, disadvantage attendance in 2022-2023 declined and was below other disadvantage pupils, nationally.</p> <p>Leaders remain committed to improving this area and will review current strategies and approaches to understand why we are not improving with this group of learners.</p>
<p>Children and families receive high-quality pastoral support.*</p>	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support.</p>	<p>Our Mental Health &amp; Wellbeing Strategy has continued to develop and go from strength to strength. Leaders believe this area of the school, which forms part of the</p>

	<p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li> </ul>	<p>Personal Development offer, is 'outstanding' when judged against the Ofsted Inspection Framework.</p> <p><i>Ofsted Report (July 2023) - Highly skilled staff support pupils' well-being. Pupils know they can go to the 'Hive' to talk through any concerns they have. Support is well matched to pupils' needs. Leaders are determined to ensure that pupils are prepared well for life in secondary school. Staff appreciate the support they receive. The school team support each other well. They are focused on making improvements to pupils' learning.</i></p>
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Normanton Junior Academy Ofsted Inspection – 3<sup>rd</sup> & 4<sup>th</sup> July 2023

*Normanton Junior Academy continues to be a good school*

## Key Stage 2 SATs context group breakdown - 2023 - Normanton Juniors - % EXS

Group	Pupils	Combined	vs National	Reading	vs National	Writing	vs National	Maths	vs National	GPS	vs National
All pupils	90	72%	+12%	77%	+4%	84%	+13%	84%	+11%	72%	+0%
Boys	54	63%	+7%	70%	+0%	76%	+11%	76%	+2%	63%	-5%
Girls	36	86%	+23%	86%	+10%	97%	+19%	97%	+25%	86%	+9%
Disadvantaged	23	61%	+17%	70%	+10%	70%	+12%	70%	+11%	70%	+11%
Non-disadvantaged	67	76%	+10%	79%	+1%	90%	+13%	90%	+11%	73%	-5%
EHCP	5	20%	+12%	40%	+22%	20%	+8%	20%	+4%	20%	+4%
SEND K	14	29%	+5%	36%	-9%	64%	+30%	50%	+8%	43%	+5%
No SEND	71	85%	+15%	87%	+5%	93%	+10%	96%	+13%	82%	-1%
EAL	8	88%	+28%	88%	+18%	100%	+29%	100%	+23%	88%	+13%
Core	80	70%	+10%	75%	+2%	84%	+13%	84%	+11%	70%	-2%
Mobile	10	90%	+30%	90%	+17%	90%	+19%	90%	+17%	90%	+18%
Core 22	86	71%	+11%	76%	+3%	84%	+13%	84%	+11%	71%	-1%
Mobile 22	4	100%	+40%	100%	+27%	100%	+29%	100%	+27%	100%	+28%
<b>Total</b>	<b>90</b>	<b>72%</b>	<b>+12%</b>	<b>77%</b>	<b>+4%</b>	<b>84%</b>	<b>+13%</b>	<b>84%</b>	<b>+11%</b>	<b>72%</b>	<b>+0%</b>

School

Normanton Juniors

Year

2023

2024

2025

National averages

60%

Combined

73%

Reading

71%

Writing

73%

Maths

72%

GPS

## Key Stage 2 SATs context group breakdown - 2023 - Normanton Juniors - % GDS

Group	Pupils	Combined	vs National	Reading	vs National	Writing	vs National	Maths	vs National	GPS	vs National
All pupils	90	8%	0%	26%	-3%	23%	+10%	31%	+7%	31%	+1%
Boys	54	6%	-1%	19%	-8%	11%	+1%	30%	+3%	26%	-1%
Girls	36	11%	+2%	36%	+5%	42%	+25%	33%	+12%	39%	+6%
Disadvantaged	23	0%	-3%	13%	-4%	13%	+6%	13%	+0%	17%	-1%
Non-disadvantaged	67	10%	+0%	20%	-4%	27%	+14%	27%	+0%	26%	+1%

## Part B: Review of outcomes in the previous academic year (2023-2024) – Year 3

This details the impact that our pupil premium activity (year three of our four-year strategy) had on pupils in the 2023-2024 academic year.

<b>Intended outcomes</b>		
<i>This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025), and how we will measure whether they have been achieved.</i>		
<b>Intended outcome</b>	<b>Success criteria</b>	<b>As of July 2024:</b>
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.	<p>Accelerated Reader data shows an average increase in reading age of at least 14 months over the course of the year in each year group.</p> <p>KS2 reading outcomes for all pupils is at least in line with the national average.</p> <p>KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average.</p>	<p>Leaders were pleased that we met our targets in July 2024 and were broadly in line with in most areas; taking into consideration this cohort's needs e.g. high SEND, overall low attainers and the predicated outcomes, this was a successful year for NJA.</p> <p>It is difficult to use all the 23-24 outcomes to plan for 24-25 as the barriers faced by this year's Y6 were cohort specific and we do not face the same challenges in the next academic year. However, the outcomes did still emphasise that Reading continues to be our biggest area for improvement and a key school improvement priority.</p> <p>See breakdown of outcomes below.</p>
Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.	<p>Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use Stage 5 and 6 strategies confidently.</p> <p>Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25).</p> <p>The Feedback Policy supports addressing basic gaps.</p>	<p>Leaders were delighted with the MTC outcomes and the significant improvements from 2023 (8%) to 2024 (69%) for all pupils. For disadvantage pupils, 58% achieved full marks and an average mark of 23.3.</p> <p>The impact of an effective Y4 MTC Strategy and relentless focus on this key area by all Y4 Teachers, the Maths Leader and Senior Leaders brought about rapid improvements</p>

		<p>which can be seen by the outcomes for all pupils, including groups such as disadvantaged and SEND.</p> <p>An updated strategy has been produced for 24-25 and this is focused on sustaining the outcomes achieved in July 2024, as well as refining approaches and strategies, to meet a target of 70%.</p> <p>See breakdown of outcomes below.</p>
<p>School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.*</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>	<p>As a result of the curriculum offer, core text choice across English, History etc, leaders can evidence high quality learning which supports all learners but most importantly, disadvantaged learners. Especially boys, for example, are 'hooked' with the World War I &amp; II content, as well as topics about 'Windrush', for example, and the challenges faced by ethnic minorities. Leaders continue to ensure that the curriculum offer, and opportunities provide equity for all, with curriculum specialists in music, PE, computing and French used.</p>
<p>Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks.</p>	<p>Pupils display a range of taught cognitive strategies relevant to their age and level of understanding.</p> <p>Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning.</p> <p>As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>	<p>As a result of the focused teaching of cognitive and metacognitive strategies, pupils continue to demonstrate a wider repertoire of approaches to tackle learning challenges, but this is not consistent in all classrooms. Lesson observations and assessment evidence show that most pupils apply these strategies effectively, enabling them to think critically, make informed choices about their learning, and achieve accelerated progress across the curriculum. However, leaders acknowledge that there is still work to do in this area.</p>

<p>Disadvantaged pupils attend school whenever they are able to.*</p>	<p>The average attendance of disadvantaged pupils is at least 91% (21-22). This improves to at least 94% by July 2025.</p> <p>The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.</p> <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and there will be a significantly reduced <b>gap</b> in attendance for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent being below 10%.</li> </ul>	<p>Disadvantage attendance has improved back to 92.2%. Persistent absence has increased significantly but this relates to individual cases where emotional school-based avoidance is present.</p> <p>Leaders remain committed to improving this area and will undertake a thorough review of current strategies to understand why progress is not as rapid for this group of learners. Leaders recognise the need to seek guidance and best practice from other schools and networks to strengthen their approach and ensure sustained improvement.</p>
<p>Children and families receive high-quality pastoral support.*</p>	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li> </ul>	<p>Children and families continue to benefit from timely, high-quality pastoral support that meets their individual needs and leaders have clear case studies and examples of where high levels of wellbeing are demonstrated for pupils and their wider family. Evidence from pupil and parent voice, surveys, and Boxall profiles demonstrates sustained improvements in wellbeing, increased engagement in enrichment activities—particularly among disadvantaged pupils—and effective use of targeted external support, resulting in stronger emotional resilience and readiness for learning.</p>

## Multiplication Tables Check overview - 2024

Group	Pupils	Full marks	Full marks count	Full marks vs previous	Full marks vs national	Average mark	Average vs previous	Average vs national
All pupils	90	69%	(62/90)	+61%	+35%	23.7	+5.1	+3.1
Boys	39	64%	(25/39)	+53%	+29%	23.5	+4.9	+2.6
Girls	51	73%	(37/51)	+68%	+41%	23.9	+5.3	+3.5
Disadvantaged	31	58%	(18/31)	+51%	+33%	23.3	+5.9	+4.4
Non-disadvantaged	59	75%	(44/59)	+66%	+38%	23.9	+4.9	+2.6

## Key Stage 2 SATs context group breakdown - 2024 - Normanton Juniors - % EXS



Group	Pupils	Combined	vs National	Reading	vs National	Writing	vs National	Maths	vs National	GPS	vs National
All pupils	87	59%	-2%	63%	-11%	77%	+5%	70%	-3%	70%	-2%
Boys	43	56%	-1%	58%	-13%	72%	+7%	67%	-7%	65%	-4%
Girls	44	61%	-3%	68%	-10%	82%	+4%	73%	0%	75%	-1%
Disadvantaged	29	45%	-1%	59%	-3%	62%	+4%	52%	-7%	55%	-4%
Non-disadvantaged	58	66%	-1%	66%	-14%	84%	+6%	79%	+0%	78%	0%
EHCP	5	20%	+11%	20%	+1%	20%	+8%	20%	+3%	20%	+3%
SEND K	15	7%	-19%	20%	-28%	47%	+11%	33%	-11%	27%	-11%
No SEND	67	73%	+1%	76%	-8%	88%	+5%	82%	-1%	84%	+1%
EAL	3	67%	+5%	67%	-5%	67%	-5%	67%	-10%	67%	-8%
Core	74	62%	+1%	66%	-8%	74%	+2%	72%	-1%	72%	0%
Mobile	13	38%	-23%	46%	-28%	92%	+20%	62%	-11%	62%	-10%
Core 22	83	60%	-1%	65%	-9%	77%	+5%	72%	-1%	71%	-1%
Mobile 22	4	25%	-36%	25%	-49%	75%	+3%	25%	-48%	50%	-22%
<b>Total</b>	<b>87</b>	<b>59%</b>	<b>-2%</b>	<b>63%</b>	<b>-11%</b>	<b>77%</b>	<b>+5%</b>	<b>70%</b>	<b>-3%</b>	<b>70%</b>	<b>-2%</b>

School

Normanton Juniors

Year

2023

2024

2025

**National averages**

**61%**

Combined

**74%**

Reading

**72%**

Writing

**73%**

Maths

**72%**

GPS

## Key Stage 2 SATs context group breakdown - 2024 - Normanton Juniors - % GDS

Group	Pupils	Combined	vs National	Reading	vs National	Writing	vs National	Maths	vs National	GPS	vs National
All pupils	87	5%	-3%	16%	-13%	14%	+1%	17%	-7%	21%	-11%
Boys	43	0%	-6%	2%	-23%	7%	-3%	19%	-8%	16%	-13%
Girls	44	9%	+0%	30%	-2%	20%	+4%	16%	-5%	25%	-10%
Disadvantaged	29	3%	+0%	14%	-4%	7%	+1%	10%	-3%	14%	-6%

## **Part B: Review of outcomes in the previous academic year (2023-2024) – Year 4 – Final Evaluation of Outcomes**

### **Pupil premium strategy outcomes – final review and reflections.**

Based on all the information above, the performance of our disadvantaged pupils has met, as well as exceeded expectations, in some areas and leaders are delighted that we have achieved significant parts of these outcomes which we set out to achieve by July 2025, as stated in the Intended Outcomes section at the start.

Our evaluation of the approaches delivered last academic year, and over the past four years, indicates that Normanton Junior Academy's commitment to inclusion and equity has resulted in a strong culture where all pupils feel safe, valued, and ready to learn. High-quality teaching remains central to the approach, ensuring disadvantaged pupils access the same ambitious curriculum as their peers, supported by targeted interventions that complement classroom learning. Over the first two years of the four-year strategy, leaders embedded evidence-based practices, addressed gaps caused by COVID-19, and prioritised early intervention through robust diagnostic assessment. From this, leaders have then remained resolute in their determination to 'sweat the small stuff' and ensure that all children in our care, irrespective of their starting point or barriers, have every opportunity to reach their full potential. Pupils demonstrate improved engagement, confidence, and independence, with increasing participation in enrichment activities and strong progress across subjects. While leaders recognise the need for ongoing refinement in all areas (because the job is never done), the strategy has driven transformational and meaningful change at NJA and continues to reduce barriers, preparing all our children for the next stage of education.

We have reviewed this strategy plan and will now make changes to how we intend to use some of our budget in the next academic year as we devise a new strategy (2025-2028).

This details the impact that our pupil premium activity (year four (final) of our four-year strategy) had on pupils in the 2024-2025 academic year and as a result at the end of this strategy.

**Intended outcomes**

*This explains the outcomes we are aiming for by the end of our current strategy plan (July 2025), and how we will measure whether they have been achieved.*

The below outcomes have been 'RAG Rated' in September 2025, at the end of this strategy plan, based on whether these were achieved after the four-year period.

Intended outcome	Success criteria	As of July 2025:
<p>By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.</p>	<p>Accelerated Reader data shows an average increase in reading age of at least 14 months over the course of the year in each year group.</p> <p>KS2 reading outcomes for all pupils is at least in line with the national average.</p> <p>KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average.</p>	<p>Leaders were absolutely delighted and rightly proud of the KS2 outcomes and the achievements of our boys and girls.</p> <p>These outcomes were significantly above national in reading, writing and maths as individual subjects, as well as combined. Outcomes at the higher standard were also notably significant for Reading and Maths.</p> <p>Disadvantaged pupils at Normanton Junior Academy achieved 70% combined EXS, significantly above the national average of 59%, with strong subject-level performance: 81% in reading, 81% in writing, and 81% in maths, all exceeding national benchmarks.</p> <p>While these results reflect sustained improvement and effective targeted support, the proportion achieving greater depth (GDS) remains low at 0% combined, indicating a continued need to focus on challenge and stretch for the most able disadvantaged learners. Overall, the data demonstrates that the school's pupil premium strategy is closing the attainment gap at expected standards, but further work is required to secure higher-level outcomes.</p> <p>The impact of this work relates to the precision, explicitness and determination of</p>

		<p>our Y6 teachers and the wider Y6 team during 24-25 but the work of previous staff and leaders over the past 4 years. The climate for learning created an environment which allowed all pupils to thrive, including those with SEND (including EHCPs), are disadvantaged or have other barriers to their learning.</p> <p>These outcomes placed us in the top 20 best performing schools in Wakefield and 2<sup>nd</sup> highest performing in our MAT. These outcomes optimise the impact and outcomes of this pupil premium strategy over the past 4 years!</p> <p>See breakdown of outcomes below.</p>
<p>Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.</p>	<p>Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use Stage 5 and 6 strategies confidently.</p> <p>Year 4 times tables screening outcomes are broadly in line with or better than the national average (average score and % scoring 25/25).</p> <p>The Feedback Policy supports addressing basic gaps.</p>	<p>Leaders were delighted with the MTC outcomes which were significantly above the national for both the pupils achieving full marks (25/25) or their average score – 24.3 (national 20.6). NJA had the 2nd highest achieving MTC scores across Waterton.</p> <p>Disadvantage pupils are performing in line with non-disadvantaged pupils nationally!</p> <p>The impact and rigour of the Maths Leader and Y4 Team, alongside the Senior Leadership Team, demonstrates that the Y4 MTC strategy works and the successes of the actions and steps to success.</p> <p>Leaders are also delighted with the investment in the IPADs, last year, as this is also another tool and strategy which significantly supported the achievement of these outcomes.</p> <p>See breakdown of outcomes below.</p>

<p>School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.*</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</p>	<p>The curriculum offer at Normanton Junior Academy is broad and well-structured, with leaders identifying key knowledge for each subject and planning activities that bring learning to life through trips and visiting speakers. It prioritises progression across subjects, supports pupils with SEND effectively, and includes rich opportunities for character development and extracurricular engagement to prepare pupils for life beyond primary school.</p>
<p>Pupils have a range of cognitive strategies to draw upon, understanding how best to apply these to improve their learning, including when faced with very challenging tasks.</p>	<p>Pupils display a range of taught cognitive strategies relevant to their age and level of understanding. Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning. As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>	<p>Pupils increasingly demonstrate a broader range of cognitive and metacognitive strategies to tackle learning challenges, and many can articulate how these approaches help them succeed, even with demanding tasks but leaders still believe this is not as secure or embedded as we would like. Lesson observations and assessment evidence support that most pupils apply these strategies effectively, most of the time, with some supporting critical thinking and informed decision-making in their learning. However, this practice is not yet consistent across all classrooms. Leaders acknowledge this variability and are committed to accelerating improvements by refining lesson design, strengthening assessment for learning, and seeking best practice from other schools to ensure all pupils benefit from high-quality cognitive strategy teaching.</p>
<p>Disadvantaged pupils attend school whenever they are able to.*</p>	<p>The average attendance of disadvantaged pupils is at least 91% (21-22). This improves to at least 94% by July 2025.</p>	<p>Attendance for disadvantaged pupils has improved steadily, rising from 91.0% in 2020/21 to 93.8% in 2024/25, moving closer to the school's target of 94%. Persistent</p>

	<p>The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.</p> <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and there will be a significantly reduced <b>gap</b> in attendance for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent being below 10%.</li> </ul>	<p>absenteeism has reduced significantly from 30.8% to 20.3%, reflecting the impact of targeted interventions and family support strategies.</p> <table border="1" data-bbox="1525 288 2101 501"> <thead> <tr> <th></th> <th>Dis % Att</th> <th>Dis PA</th> </tr> </thead> <tbody> <tr> <td><b>20/21</b></td> <td>91.0%</td> <td>30.8%</td> </tr> <tr> <td><b>21/22</b></td> <td>92.2%</td> <td>24.3%</td> </tr> <tr> <td><b>22/23</b></td> <td>91.7%</td> <td>25.2%</td> </tr> <tr> <td><b>23/24</b></td> <td>92.2%</td> <td>28.0%</td> </tr> <tr> <td><b>24/25</b></td> <td>93.8%</td> <td>20.3%</td> </tr> </tbody> </table> <p>While the overall absence gap between disadvantaged and non-disadvantaged pupils has narrowed, leaders recognise that further work is needed to sustain these gains and achieve parity, particularly by addressing the remaining cases of avoidable absence. Leaders will still have attendance as a priority on the new 25-28 strategy and</p>		Dis % Att	Dis PA	<b>20/21</b>	91.0%	30.8%	<b>21/22</b>	92.2%	24.3%	<b>22/23</b>	91.7%	25.2%	<b>23/24</b>	92.2%	28.0%	<b>24/25</b>	93.8%	20.3%
	Dis % Att	Dis PA																		
<b>20/21</b>	91.0%	30.8%																		
<b>21/22</b>	92.2%	24.3%																		
<b>22/23</b>	91.7%	25.2%																		
<b>23/24</b>	92.2%	28.0%																		
<b>24/25</b>	93.8%	20.3%																		
<p>Children and families receive high-quality pastoral support.*</p>	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li> </ul>	<p>During 2024-2025, there were no suspensions, which sees a clear improvement and decrease from September 2021.</p> <table border="1" data-bbox="1525 978 1977 1050"> <thead> <tr> <th>21/22</th> <th>22/23</th> <th>23/24</th> <th>24/25</th> </tr> </thead> <tbody> <tr> <td>2.0%</td> <td>1.7%</td> <td>1.7%</td> <td>0%</td> </tr> </tbody> </table> <p>A comprehensive Mental Health &amp; Wellbeing offer, including the Personal Development Curriculum and wider graduated approach of support, is a key strength of the school and leaders are extremely proud of the support our most vulnerable learners receive in order to receive an equitable offer alongside their peers.</p>	21/22	22/23	23/24	24/25	2.0%	1.7%	1.7%	0%										
21/22	22/23	23/24	24/25																	
2.0%	1.7%	1.7%	0%																	

## Multiplication Tables Check overview - 2025



Group	Pupils	Full marks	Full marks count	Full marks vs previous	Full marks vs national	Average mark	Average vs previous	Average vs national
All pupils	90	77%	(69/90)	+8%	+43%	24.2	+0.5	+3.6
Boys	44	80%	(35/44)	+15%	+45%	24.5	+1.0	+3.6
Girls	46	74%	(34/46)	+1%	+42%	24.0	+0.1	+3.6
Disadvantaged	29	76%	(22/29)	+18%	+51%	24.3	+1.1	+5.4
Non-disadvantaged	61	77%	(47/61)	+2%	+40%	24.2	+0.2	+2.9

## Key Stage 2 SATs context group breakdown - 2025 - Normanton Juniors - % EXS

Group	Pupils	Combined	vs National	Reading	vs National	Writing	vs National	Maths	vs National	GPS	vs National
All pupils	89	83%	+21%	90%	+15%	90%	+18%	89%	+15%	78%	+6%
Boys	43	79%	+22%	91%	+20%	84%	+19%	88%	+14%	70%	+1%
Girls	46	87%	+23%	89%	+11%	96%	+18%	89%	+16%	85%	+9%
Disadvantaged	27	70%	+24%	81%	+19%	81%	+23%	81%	+22%	67%	+8%
Non-disadvantaged	62	89%	+22%	94%	+14%	94%	+16%	92%	+13%	82%	+4%
EHCP	2	0%	-9%	50%	+31%	0%	-12%	0%	-17%	0%	-17%
SEND K	14	43%	+17%	57%	+9%	64%	+28%	57%	+13%	36%	-2%
No SEND	73	93%	+21%	97%	+13%	97%	+14%	97%	+14%	88%	+5%
EAL	9	78%	+16%	89%	+17%	100%	+28%	89%	+12%	89%	+14%
Core	83	83%	+21%	89%	+14%	89%	+17%	89%	+15%	76%	+4%
Mobile	6	83%	+21%	100%	+25%	100%	+28%	83%	+9%	100%	+28%
Core 22	86	84%	+22%	90%	+15%	90%	+18%	90%	+16%	77%	+5%
Mobile 22	3	67%	+5%	100%	+25%	100%	+28%	67%	-7%	100%	+28%
<b>Total</b>	<b>89</b>	<b>83%</b>	<b>+21%</b>	<b>90%</b>	<b>+15%</b>	<b>90%</b>	<b>+18%</b>	<b>89%</b>	<b>+15%</b>	<b>78%</b>	<b>+6%</b>

School

Normanton Juniors

Year

2023

2024

2025

National averages

62%

Combined

75%

Reading

72%

Writing

74%

Maths

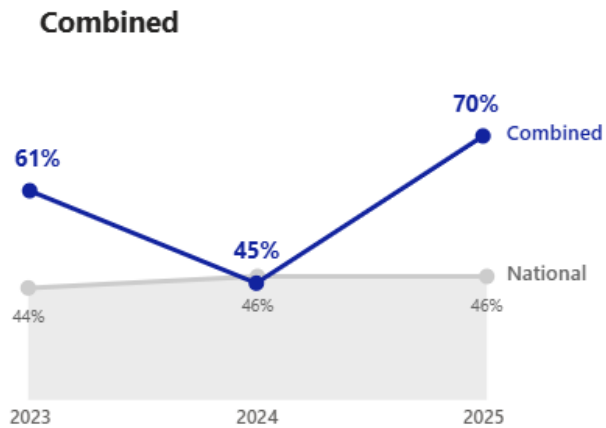
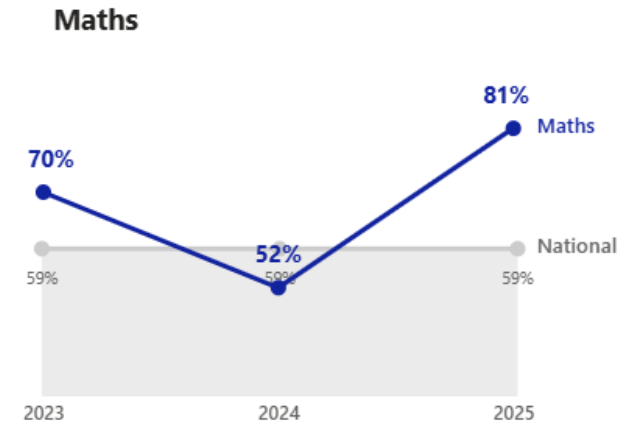
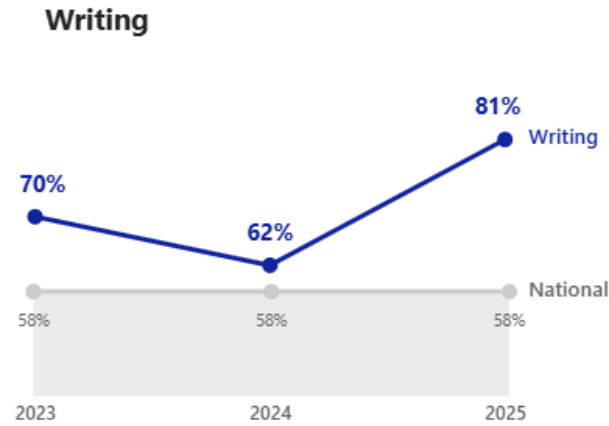
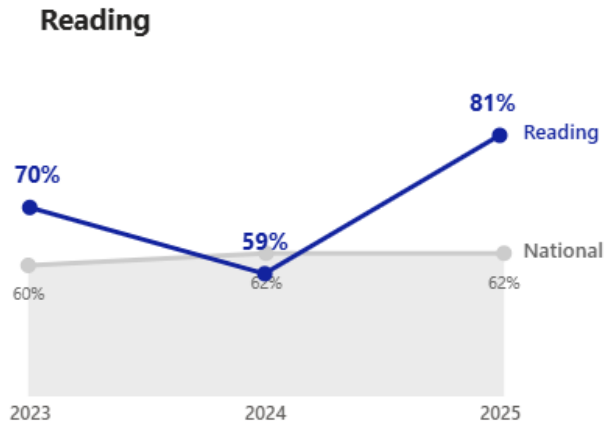
72%

GPS

## Key Stage 2 SATs context group breakdown - 2025 - Normanton Juniors - % GDS

Group	Pupils	Combined	vs National	Reading	vs National	Writing	vs National	Maths	vs National	GPS	vs National
All pupils	89	10%	+2%	46%	+17%	15%	+2%	37%	+13%	26%	-6%
Boys	43	2%	-4%	47%	+22%	2%	-8%	44%	+17%	21%	-8%
Girls	46	17%	+8%	46%	+14%	26%	+10%	30%	+9%	30%	-5%
Disadvantaged	27	0%	-3%	37%	+19%	0%	-6%	26%	+13%	22%	+2%

## Key Stage 2 attainment over time - Disadvantaged - Normanton Juniors - % EXS

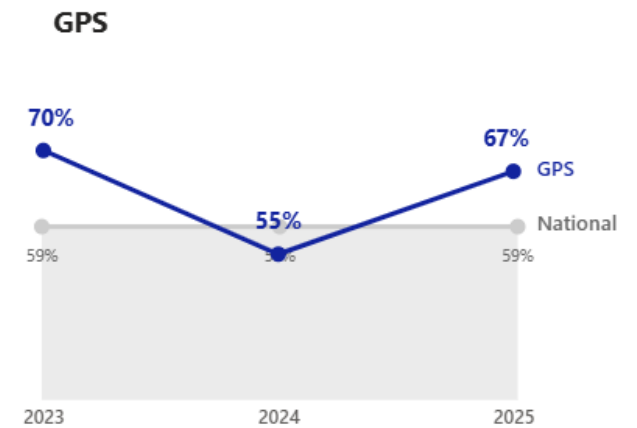


### Select filters

**KPI**

**School**

**Group**



## Further information

### Planning, implementation, and evaluation

In planning this four-year pupil premium strategy (September 2021 – July 2025), as part of our involvement in Phase 1 of the One Wakefield Disadvantaged Programme, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Leaders believe this was because of too many priorities lacking depth of focus and sustainability. In addition to this, around the time just prior to the Covid-19 pandemic, the school's context changed drastically meaning that to operate effectively, substantial resources in terms of staff had to be diverted to support high need SEND, especially those with social, emotional and mental health needs. This funding need was significantly higher than the school's nominal SEND general annual grant (GAG) as well as additional top-up funding from local authority.

As this strategy conveys, we are intently focused on working on key priorities in a simple, systematic and effective way. Leaders therefore integrated both our Academy Improvement Plan and our previous pupil premium plan into one four-year strategy which focuses on overcoming challenges faced by disadvantaged learners, for the benefit of all. The format is an adapted logic plan, with simplified terminology, accessible and understood by all stakeholders.

In November 2021, the school hosted a Diagnostic Review, in conjunction with the One Wakefield Programme and Marc Rowland, a foremost expert in the use of Pupil Premium funding and contributor to the work of the Education Endowment Foundation's research, including the national Research School Network. The diagnostic review was a collaborative process undertaken by school leaders alongside Marc Rowland, a highly regarded and renowned practitioner for his work around disadvantage, as part of the work with One Wakefield. *The review process supported leaders to view the school through the lens of a disadvantaged pupil, with opportunity to reflect on the effectiveness of our new strategy. The diagnostic review was not an accountability process, nor was it undertaken through the lens of an Ofsted deep dive, although it did include discussions with a range of stakeholders: leaders, governors, staff, parents & pupils.*

Following the review, feedback from Marc Rowland was that he considered the school's published strategy to be exceptional and a model of high-quality practice. As a result, this strategy was shared with the DFE and the EEF.

In July 2023, as part of the evaluation and conclusion of the One Wakefield programme, we reviewed our progress, successes/evident impact, as well as next steps, with Bradford Research School visiting to complete a 'Diagnostic Review Follow-Up Visit'. The school was congratulated for its transformational work – *'The school has rapidly strengthened its provision for disadvantaged pupils, leading to significantly improved KS2 outcomes and a closed attainment gap. Leaders have embedded a culture of*

*evidence-informed practice, streamlined priorities, and maintained a strong focus on high-quality teaching, attendance, and targeted support.'*

In November 2025, we will welcome Marc Rowland back to NJA as part of the conclusion to this strategy and in preparation for the new 2025-2028 strategy.

We are continuing to triangulate evidence from multiple sources of data including assessments, class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools' database to view the performance of disadvantaged pupils in schools similar to ours and where possible, we will contact or work with other schools with high-performing disadvantaged pupils to learn from their approach, including those from within our own multi academy trust and the local authority.

During 2023 and 2024, as a result of our work, we were asked to share our journey with colleagues at the Exchange Teaching Hub and Wakefield Local Authority.

We have looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We continue to use the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school.

We have put a robust evaluation framework in place for the duration of our four-year approach and have adjusted our plan, over time, to secure better outcomes for pupils.

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.