

Pupil Premium Strategy Statement

| Summary information | | | | | |
|-------------------------------|--------------------------|---|----------------------------|---|----------|
| School | Normanton Junior Academy | | | | |
| Academic Year | 2020-2021 | Total PP budget | £108,945 | Date of most recent PP Review | Jun 2019 |
| Total number of pupils | 349 | Number of pupils eligible for PP | 96 (28%) (81 at census) | Date for next internal review of this strategy | Jan 2021 |

School context (SEF)

Normanton Junior Academy is a larger than average sized junior school. The school currently has 349 pupils on roll, close to the full capacity of 360. The vast majority of pupils enter NJA from Normanton All Saints C of E Infant School. NJA has many more boys (190 - 54%) than girls (159 - 46%). This is particularly pronounced in Year 4 (59% vs 41%) and Year 5 (64% vs 36%). As a result, the school uses the curriculum to engage the boy-heavy cohorts with their learning. Leaders have adapted the curriculum in the following ways: using boy-friendly whole-class texts/topics and longitudinal studies; a wide range of afterschool learning activities; and the introduction of an OAK forest school curriculum.

The school is of strongly White British heritage, with a small proportion of children from a range of different ethnic backgrounds; there is no single large ethnic group other than White British. A small minority of children have English as an additional language (25/349 pupils = 7%).

An above average proportion of children are eligible for the Pupil Premium grant (96/349 pupils = 28%). A very high proportion of these are currently eligible for free school meals (85% of Ever6 pupils; 23% of total pupils).

- 23% (82/349) of pupils currently receive FSMs.
- 0 children are from a service family.
- 4 children have a **Care Order** in place.
- 1 child has been **Adopted From Care**.
- 5 children are looked after by other family members through a **Special Guardianship Order**.

The school's IDACI index is 0.24, in line with the average for the Wakefield District and significantly more deprived than the national average. It is notable that 43% of our children are from areas in the lowest 2 deciles (lowest 20%), meaning that a very high percentage of our children are from deprived backgrounds. Because of this, many children and families require high levels of pastoral support.

Persistent Absence is now broadly in line with national figures. Overall attendance is now broadly in line with national levels, which is a significant improvement compared to previous years. Attendance of disadvantaged pupils shows an improving trend and is higher than for disadvantaged pupils nationally for the 2018-2019 academic year. Persistent Absence for disadvantaged pupils shows a decreasing trend but is currently higher than for disadvantaged pupils nationally. ***(Figures are from the 2018-2019 academic year as figures for 2019-2020 are incomplete due to the COVID-19 lockdown)***

A higher percentage of pupils are on the SEND register than the than average at 19% (67/349). The percentage of pupils with EHCPs is also above the national average at 2.9% and this is likely to increase imminently once new applications for assessment have been considered. The percentage of pupils with SEND needs and EHCPs is skewed

towards Years 3 and 4, where there are an unusually high number of pupils who were judged as working at pre-key stage levels on entry to NJA (over 10% in each of these cohorts).

Following the departure of the substantive headteacher at the end of the 2019-2020 academic year, the senior leadership team is currently made up of an interim headteacher and interim deputy headteacher, stepping up from their roles as deputy headteacher and assistant headteacher respectively.

Based on End of KS1 results, prior attainment into KS2 has considerably risen over the last few years, and is now significantly above average from the main feeder school following steep rises in 2013 and 2014. The proportion of those with high levels of prior attainment shows a similar pattern, again with a steep rise in numbers in 2013 and 2014. However, the school's own baseline assessments (on entry to Year 3) and pupils' scores in the KS1 SATs do not support this picture.

The Governing Body has been reviewed as part of the MAT governance review and a new scheme of delegation is now in place. As of September 2018, the previous GB is now known as the Academic Standards Committee (ASC), with MAT directors now taking full responsibility for 'governance'.

| Current attainment KS2 (2019 data due to no data being available for 2020) | | | | | |
|--|----|---|----|---|---|
| Total number of pupils | 88 | Number of pupils eligible for PP | 29 | <i>Pupils eligible for PP (your school)</i> | <i>Pupils not eligible for PP (national average 2018)</i> |
| % achieving ARE in reading, writing and maths | | | | 41% | 70% |
| % achieving ARE in reading | | | | 48% | 80% |
| % achieving ARE in writing | | | | 69% | 83% |
| % achieving ARE in maths | | | | 55% | 81% |

| Quality First Teaching (<i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i>) | | | |
|--|--|--|-----------------|
| £49,790 | | (46% of grant) | |
| | | Person/Team Responsible | Cost |
| A | CPD package for teachers. | Michael Berry (HT) Megan Black (DHT) | £11,490 |
| B | CPD package for Teaching Assistants. | Vicky Bywater (SENDCo) | £1,000 |
| C | Whole school phonics program and reinforced reading provision. | Adam Potter (English Leader) | £14,340 |
| D | Monitoring of provision for disadvantaged group. | Jenna Houghton (Pupil Premium Champion) | £820 |
| E | Additional teaching support in Year 4. | Katie Jones (Year 4 Leader) Penny Bowes (Teacher) | £22,140 |
| Targeted Academic Support (<i>Structured interventions - small group tuition, one-to-one support</i>) | | | |
| £22,140 | | (20% of grant) | |
| | | Person/Team Responsible | Cost |
| F | Year 6 booster sessions. | Adam Potter (Year 6 Leader) | £22,140 |
| G | Small group interventions. | Vicky Bywater (SENDCo) | Unknown |
| Wider Strategies (<i>issues which also require action such as low attendance, behaviour, parental engagement</i>) | | | |
| £43,050 | | (40% of grant) | |
| | | Person/Team Responsible | Cost |
| H | High quality pastoral support is in place. | Lorraine Zammuto (Pastoral Support Manager) | £43,050 |
| I | Improve attendance for disadvantaged pupils. | Lorraine Zammuto (Pastoral Support Manager) | Costed for H |
| Total | | | £114,980 |

| A. CPD package for teachers £11,490 | | | | |
|--|--|--|--|--|
| Barrier/Problem | Intervention Description (What are the active ingredients?) | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
| <p>The quality of education pupils receive is not consistent across all classes.</p> <p>Staff</p> <ul style="list-style-type: none"> 2 NQTs and 1 RQT joined school in September. Due to the coronavirus pandemic, they have less experience than they normally would at this stage of their career. Triangulation suggests that a very small number of teachers are not yet delivering a consistently high quality of education for all of their pupils. Some teachers do not prioritise the teaching of disadvantaged and SEND pupils as much as they should. <p>Pupils</p> <ul style="list-style-type: none"> A significant proportion of pupils have poor intrinsic motivation. The percentage of pupils with SEND, especially complex SEND, has increased significantly over the last 2 years. | <p>Active Ingredient 1 High quality support for NQTs and RQTs.</p> <p>Active Ingredient 2 High quality support for teachers who are not judged as being consistently strong.</p> <p>Active Ingredient 3 Regular, targeted CPD for all staff.</p> <p>Active Ingredient 4 Effective performance management process focusing on the needs of the school, as well as individual teachers.</p> <p>Active Ingredient 5 Training must be of a consistently high quality.</p> | <p>Coaching</p> <ul style="list-style-type: none"> 'NQT' time for 1 term for RQT. Coaching from strong experienced staff for NQTs and RQT. Coaching for teachers who are not judged as being consistently strong. All teachers to have a performance management target linked to SEND to disadvantaged pupils depending on need. <p>Training</p> <ul style="list-style-type: none"> Weekly CPD focused on AIP priorities, with flexibility built in to react to monitoring. Liaison with School Improvement Team regarding CPD available and CPD delivered internally. <p>Monitoring & Evaluation</p> <ul style="list-style-type: none"> Headteacher to monitor quality of coaching activities and paperwork regarding this. Feedback from MAT school improvement team. Half-termly strategic leadership meetings to ensure there is a shared understanding of strengths and weaknesses throughout the school. | <p>Short term</p> <ul style="list-style-type: none"> Staff will have a clear understanding of priorities for their own and whole school improvement NQTs and RQT will feel well supported. Standards in books will improve and be high across school. <p>Medium term</p> <ul style="list-style-type: none"> NQTs and RQT show rapid improvement. Teachers identified as not yet consistently delivering high quality of education for all of their pupils show clear and sustained improvement. Provision for SEND pupils, especially those with complex needs, rapidly improves. Teachers' understanding of the pedagogy of teaching a wide range of subjects increases. Teachers are able to speak with authority about standards within books and outcomes for pupils. <p>Long term</p> <ul style="list-style-type: none"> Teaching throughout school is of a consistently high standard. Reading skills are reinforced across the wider curriculum. | <p>Short term</p> <ul style="list-style-type: none"> Pupil books show progress and high expectations. <p>Medium term</p> <ul style="list-style-type: none"> Attainment for disadvantaged pupils will improve on end of previous year results in reading, writing and maths: ➤ Year 3: No KS1 data (COVID) ➤ Year 4: 53%; 53%; 47% ➤ Year 5: 60%; 60%; 67% ➤ Year 6: 68%; 68%; 55% <p>Long term</p> <ul style="list-style-type: none"> Attainment will closely match or exceed end of KS1 results in reading, writing and maths (current in brackets): ➤ Year 3: No KS1 data (COVID) ➤ Year 4: <ul style="list-style-type: none"> Reading 64% (53%) Writing 64% (53%) Maths 64% (47%) ➤ Year 5: <ul style="list-style-type: none"> Reading 62% (60%) Writing 55% (60%) Maths 55% (67%) ➤ Year 6: <ul style="list-style-type: none"> Reading 81% (68%) Writing 57% (68%) Maths 67% (55%) |
| Review Progress at the end of the autumn term | | Review Progress at the end of the spring term | | Review Progress at the end of the summer term |
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| B. CPD package for Teaching Assistants | | £1,000 | | |
|--|--|---|---|--|
| Barrier/Problem | Intervention Description (What are the active ingredients?) | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
| <p>Teaching assistants do not have sufficient training in meeting specific needs.</p> <p>Staff</p> <ul style="list-style-type: none"> Teaching assistants are not trained in areas such as phonics, ELSA and speech & language. Teaching assistants are not always deployed as effectively as possible. <p>Pupils</p> <ul style="list-style-type: none"> Many pupils require individualised provision for their complex needs, including social skills and speech & language. <p>Resources</p> <ul style="list-style-type: none"> There is very little scope for interventions to take place during the school day. | <p>Active Ingredient 1 Clear understanding of strengths and training needs of support staff in relation to pupils on roll.</p> <p>Active Ingredient 2 Training program in place for teaching assistants as per their needs and the needs of the school.</p> <p>Active Ingredient 3 Teachers to deploy teaching assistants to deliver a range of interventions, including the needs outlined in EHCPs.</p> | <p>Activities</p> <ul style="list-style-type: none"> Audit of support staff training. Teaching assistants to observe good practice in other classes. Teaching assistants involved in INSET training as required. Teaching assistants to be released to complete training as necessary, including level 3 MAT training. Weekly SDMs in include CPD on how to deploy teaching assistants effectively, including meeting the needs of pupils with EHCPs. Team Teach training to take place. <p>Monitoring & Evaluation</p> <ul style="list-style-type: none"> Regular drop-ins to whole class teaching and interventions by SENDCo. Formal lesson observations and book scrutiny to include a focus on deployment of teaching assistants/TA active marking. Feedback from level 3 MAT training. | <p>Short term</p> <ul style="list-style-type: none"> All teaching staff are aware of expectations regarding the use of teaching assistants. Teaching assistants are deployed to carry out interventions. <p>Medium term</p> <ul style="list-style-type: none"> Teaching assistants are trained well in the areas they are required to deliver. <p>Long term</p> <ul style="list-style-type: none"> Teachers and teaching assistants both understand the need to maximise TAs' impact on pupils and work effectively together to ensure this happens. | <p>Short term</p> <ul style="list-style-type: none"> Disadvantaged pupils make consistently good progress during lessons. Additional support is in place where necessary to meet pupils' needs. <p>Medium term</p> <ul style="list-style-type: none"> Interventions lead to improved outcomes for pupils in the relevant areas. <p>Long term</p> <ul style="list-style-type: none"> Barriers to learning are removed more effectively so that all outcomes for pupils improve. Gaps in pupils' knowledge and understanding are plugged sufficiently well that increasing numbers of pupils reach age-related expectations. |
| Review Progress at the end of the autumn term | | Review Progress at the end of the spring term | | Review Progress at the end of the summer term |
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C. Whole school phonics program and reinforced reading provision £14,340

| Barrier/Problem | Intervention Description (What are the active ingredients?) | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
|--|---|--|--|--|
| <p>A high percentage of disadvantaged pupils enter school with poor phonics knowledge (30% in current Year 4).</p> <p>Staff</p> <ul style="list-style-type: none"> Teachers do not identify and close gaps in knowledge effectively enough. Most teachers have not been trained to deliver phonics lessons. Teaching is focused on comprehension too early for many pupils. <p>Pupils</p> <ul style="list-style-type: none"> A high percentage of disadvantaged pupils enter school with poor phonics knowledge and low reading ages. Many disadvantaged pupils do not read at home frequently enough. <p>Resources</p> <ul style="list-style-type: none"> No systematic phonics program is available for staff to use. | <p>Active Ingredient 1 Pupils' phonics knowledge tracked effectively.</p> <p>Active Ingredient 2 Teachers are trained well to deliver a high quality program of phonics as appropriate.</p> <p>Active Ingredient 3 A clear system for delivering phonics across school.</p> <p>Active Ingredient 4 Teachers are trained well to teach children how to decode as well as comprehension.</p> <p>Active Ingredient 5 Additional reading opportunities are in place for children who do not read often enough at home.</p> <p>Ingredient 6 School is well resourced in terms of delivering phonics and reading provision.</p> | <p>Activities</p> <ul style="list-style-type: none"> Phonics screening to take place during first half term for Year 3 pupils. Half-termly assessments for those still working on phonics throughout school. Liaison with the MAT school improvement team as to effective phonics training and resources. Phonics training to be researched. Research and purchase systematic phonics program. A system for delivering phonics across school to be determined, to start once resources are in place. Guided reading sessions to take place during afternoons for pupils requiring additional support. Subscribe to School Library Service and purchase additional home reading books. <p>Training</p> <ul style="list-style-type: none"> Phonics training to be delivered. Training on the teaching of decoding to be delivered. <p>Monitoring & Evaluation</p> <ul style="list-style-type: none"> Half-termly phonics observations to take place once system is in place. Formal reading lesson observations. Analysis of phonics and reading data. Drop-ins to monitor use of SLS resources. | <p>Short term</p> <ul style="list-style-type: none"> There is a clear understanding of which pupils need additional phonics teaching. Resources have been identified and are purchased. <p>Medium term</p> <ul style="list-style-type: none"> Daily phonics provision is in place in Year 3. All classes are accessing and using School Library Services resources effectively. Pupils who require additional support have regular guided reading sessions. Teaching of reading consistently includes decoding as well as comprehension skills. <p>Long term</p> <ul style="list-style-type: none"> Teachers are well trained to deliver phonics and this shows in how they teach all pupils to decode. Whole school phonics system is in place and well embedded. Reading resources are used effectively to boost pupils' outcomes. | <p>Short term</p> <ul style="list-style-type: none"> Pupils who require it receive daily phonics teaching. <p>Medium term</p> <ul style="list-style-type: none"> Gaps in phonics knowledge are rapidly closed. An increasing percentage of disadvantaged pupils can read age-appropriate' books fluently. <p>Long term</p> <ul style="list-style-type: none"> By the time they reach Year 5, the vast majority of pupils have secure phonics knowledge and can read age-appropriate books fluently. Disadvantaged pupils consistently score broadly in line or better than the national average in KS2 reading SATs. |
| <p>Review Progress at the end of the autumn term</p> | <p>Review Progress at the end of the spring term</p> | | <p>Review Progress at the end of the summer term</p> | |
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D. Monitoring of provision for disadvantaged group £820

| Barrier/Problem | Intervention Description (What are the active ingredients?) | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
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| <p>Staff</p> <ul style="list-style-type: none"> Teachers focus on progress for all pupils and do not always prioritise the needs of disadvantaged pupils. <p>Pupils</p> <ul style="list-style-type: none"> Evidence shows that disadvantaged pupils are disproportionately affected by the quality of provision. | <p>Active Ingredient 1 A Pupil Premium Champion is in place to drive the quality of provision for disadvantaged pupils.</p> <p>Active Ingredient 2 All teachers know who the disadvantaged pupils in their class are.</p> <p>Active Ingredient 3 All teachers are aware of and buy in to the need for the progress of disadvantaged pupils to be a high priority.</p> <p>Active Ingredient 4 High quality monitoring identifies whether disadvantaged pupils are making good progress and leads to improvements in provision where this is not the case.</p> <p>Active Ingredient 5 Data for disadvantaged pupils is analysed and used to direct the disadvantaged strategy.</p> | <p>Activities</p> <ul style="list-style-type: none"> Teachers have lists of disadvantaged pupils in their class. Pupil Premium Champion released 1 day each half term to carry out monitoring activities: <ul style="list-style-type: none"> Book scrutiny Pupil Voice Data analysis Pupil Premium Champion to meet with the Pupil Premium link governor Deborah Sleeman-Hiscock once per term to update her on Pupil Premium Strategy progress. Pupil Premium Champion to feedback to the headteacher on the quality of provision for disadvantaged pupils across school. Pupil Premium Champion to feedback to staff on an individual basis and during staff meetings on the quality of provision for disadvantaged pupils and areas for development. | <p>Short term</p> <ul style="list-style-type: none"> All teachers are aware of who the disadvantaged pupils are in their class. All teachers know which disadvantaged pupils need to be targeted to increase progress. <p>Medium term</p> <ul style="list-style-type: none"> The Pupil Premium Champion understands strengths and weaknesses across school and shares an accurate picture with the Pupil Premium link governor. Feedback to teachers is accurate and leads to improvements in provision. <p>Long term</p> <ul style="list-style-type: none"> The monitoring cycle for disadvantaged pupils is well established and leads the Pupil Premium Strategy, leading to improved provision for this group. | <p>Short term</p> <ul style="list-style-type: none"> Targeted disadvantaged pupils make increased progress. <p>Medium term</p> <ul style="list-style-type: none"> High quality provision across school leads to good progress for all disadvantaged pupils from their respective starting points. <p>Long term</p> <ul style="list-style-type: none"> Attainment will closely match or exceed end of KS1 results in reading, writing and maths (current in brackets): ➤ Year 3: No KS1 data (COVID) ➤ Year 4: <ul style="list-style-type: none"> Reading 64% (53%) Writing 64% (53%) Maths 64% (47%) ➤ Year 5: <ul style="list-style-type: none"> Reading 62% (60%) Writing 55% (60%) Maths 55% (67%) ➤ Year 6: <ul style="list-style-type: none"> Reading 81% (68%) Writing 57% (68%) Maths 67% (55%) |
| <p>Review Progress at the end of the autumn term</p> | <p>Review Progress at the end of the spring term</p> | <p>Review Progress at the end of the summer term</p> | | |
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| E. Additional teaching support in Year 4 | | £22,140 | | |
|---|--|---|--|--|
| Barrier/Problem | Intervention Description (What are the active ingredients?) | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
| <p>Pupils</p> <ul style="list-style-type: none"> The level of special needs in the Year 4 cohort is very high, meaning there are fewer opportunities for small group work and interventions. Based on KS1 data and the most recent teacher assessments, this year group are currently low attainers, especially disadvantaged pupils. <p>Other factors</p> <ul style="list-style-type: none"> The school lockdown due to COVID means this contextually challenging cohort have missed many months of learning. | <p>Active Ingredient 1 Identify underachieving pupils, including those who have regressed during lockdown.</p> <p>Active Ingredient 2 Identified pupils to be given consistent small group support (14 pupils) in reading, writing and maths throughout the school year.</p> <p>Active Ingredient 3 Accurately track pupils' progress to ensure provision is effective.</p> | <p>Activities</p> <ul style="list-style-type: none"> Analyse data to determine which pupils would benefit the most from working in this group. Penny Bowes to work alongside the Year 4, teaching pupils not yet working at the expected standard, allowing much closer support than would otherwise be the case and reducing Year 4 class sizes. Analysis of data by Katie Jones, Penny Bowes and the SLT. | <p>Short term</p> <ul style="list-style-type: none"> Group identified and up and running. Class sizes reduced. Group running from week 3 with high quality provision in place. <p>Medium term</p> <ul style="list-style-type: none"> Group running consistently with strong communication between Penny Bowes and the Year 4 team. | <p>Short term</p> <ul style="list-style-type: none"> The needs of each pupil in the group is well understood and the provision in place is well suited to their needs. <p>Medium term</p> <ul style="list-style-type: none"> All pupils in the group make good progress from their starting points over the course of the year. The Year 4 cohort make good progress over the course of the year. |
| Review Progress at the end of the autumn term | | Review Progress at the end of the spring term | | Review Progress at the end of the summer term |
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| F. Year 6 booster sessions £22,140 | | | | |
|--|---|--|--|--|
| Barrier/Problem | Intervention Description (What are the active ingredients?) | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
| <p>EEF: <i>Small group tuition +4 months.</i></p> <p>Pupils</p> <ul style="list-style-type: none"> The most recent teacher assessments suggest that a lower percentage of disadvantaged pupils in Year 6 are working at ARE than were at KS1 in reading and maths: 81% > 68% 67% > 55%. With significant missed learning due to the school lockdown, a high percentage of disadvantaged pupils are at risk of not being 'high school ready' when they leave Year 6. | <p>Active Ingredient 1 Effective identification of pupils who are not making good progress from their KS1 starting points, regularly reviewed and updated.</p> <p>Active Ingredient 2 High quality, focused intervention work for pupils identified as needing support.</p> <p>Active Ingredient 3 Regular reviews of the effectiveness of the different interventions, with provision changed or pupils swapped as appropriate.</p> | <p>Activities</p> <ul style="list-style-type: none"> Year 6 team and SLT to identify pupils in pupil progress meeting at the end of week 2. Groups to be confirmed and planning put in place based on pupils' needs. Penny Bowes to teach 6AP during afternoon sessions from week 4 onwards, with Adam Potter teaching intervention groups from across Year 6. Regular review of pupils' progress by Year 6 team and SLT. | <p>Short term</p> <ul style="list-style-type: none"> Pupils who would most benefit from intervention identified. Effective planning in place for target groups. Groups running from week 4 onwards with pupils requiring extra support receiving it. <p>Medium term</p> <ul style="list-style-type: none"> Progress of pupils in the intervention groups is assessed, with provision changed or pupils swapped as appropriate, ensuring the most suitable pupils are always involved in the interventions. | <p>Short term</p> <ul style="list-style-type: none"> Gaps in pupils' knowledge on KS2 curriculum from earlier years are starting to be plugged. <p>Medium term</p> <ul style="list-style-type: none"> Gaps in pupils' knowledge are plugged with some pupils no longer needing additional support. End of KS2 targets are met or exceeded, including for disadvantaged pupils. <p>Long term</p> <ul style="list-style-type: none"> Identified pupils are better prepared for high school and achieve better outcomes as a result. |
| Review Progress at the end of the autumn term | | Review Progress at the end of the spring term | | Review Progress at the end of the summer term |
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| G. Small group interventions | | | | |
|--|---|---|--|--|
| Barrier/Problem | Intervention Description (What are the active ingredients?) | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
| <p>EEF: <i>Small group tuition +4 months.</i></p> <p>Pupils</p> <ul style="list-style-type: none"> Too many disadvantaged pupils have gaps in their knowledge, therefore they are no working at ARE. Not enough disadvantaged pupils are reaching ARE in end of key stage SATs. | <p>Active Ingredient 1 Effective identification of pupils who are not making good progress from their KS1 starting points, regularly reviewed and updated.</p> <p>Active Ingredient 2 High quality, focused intervention work for pupils identified as needing support.</p> <p>Active Ingredient 3 Regular reviews of the effectiveness of the different interventions, with provision changed or pupils swapped as appropriate.</p> | <p>Activities</p> <ul style="list-style-type: none"> Needs for EHCPs and IEPs to be identified. Year group teams and SLT to identify pupils in pupil progress meeting at the end of week 2. Groups to be confirmed and planning put in place based on pupils' needs. Provision maps to be completed. Support staff to deliver intervention work with identified groups. Training to be put in place to improve the delivery of set interventions. Regular review of pupils' progress by year group teams, SENDCo and SLT. | <p>Short term</p> <ul style="list-style-type: none"> Pupils who would most benefit from intervention identified. Effective planning in place for target groups. Groups running from week 4 onwards with pupils requiring extra support receiving it. <p>Medium term</p> <ul style="list-style-type: none"> Progress of pupils in the intervention groups is assessed, with provision changed or pupils swapped as appropriate, ensuring the most suitable pupils are always involved in the interventions. | <p>Short term</p> <ul style="list-style-type: none"> Gaps in pupils' knowledge on KS2 curriculum from earlier years and / or KS1 are starting to be plugged. <p>Medium term</p> <ul style="list-style-type: none"> Intervention work across school leads to good progress for all disadvantaged pupils from their respective starting points. <p>Long term</p> <ul style="list-style-type: none"> Attainment will closely match or exceed end of KS1 results in reading, writing and maths (current in brackets): ➤ Year 3: No KS1 data (COVID) ➤ Year 4: Reading 64% (53%) Writing 64% (53%) Maths 64% (47%) ➤ Year 5: Reading 62% (60%) Writing 55% (60%) Maths 55% (67%) ➤ Year 6: Reading 81% (68%) Writing 57% (68%) • Maths 67% (55%) |
| Review Progress at the end of the autumn term | | Review Progress at the end of the spring term | | Review Progress at the end of the summer term |
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| H. High quality pastoral support is in place £43,050 | | | | |
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| Barrier/Problem | Intervention Description (What are the active ingredients?) | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
| <p>Families</p> <ul style="list-style-type: none"> Many families need additional support and struggle to find this outside of school, often due to services being cut. <p>Pupils</p> <ul style="list-style-type: none"> A relatively high number of disadvantaged pupils have high-level additional pastoral needs. The number of MASH referrals for pupils at NJA continues to increase. <p>Other</p> <ul style="list-style-type: none"> The COVID pandemic has increased pressure on a number of families and may have negatively affected pupils' mental health. | <p>Active Ingredient 1 A strong dedicated pastoral team to be in place.</p> <p>Active Ingredient 2 A program of nurture work is in place to help to help pupils develop their social interaction, confidence and self-esteem.</p> <p>Active Ingredient 3 An effective RSE curriculum is in place.</p> <p>Active Ingredient 4 Disadvantaged pupils have access to free wrap-around care.</p> <p>Active Ingredient 5 Disadvantaged pupils have access to extra-curricular learning experiences that they may not have access to at home.</p> | <p>Staffing</p> <ul style="list-style-type: none"> NJA will employ a Pastoral Support Manager to oversee pastoral support throughout school. NJA will employ a learning mentor to lead nurture work with identified pupils. <p>Actions</p> <ul style="list-style-type: none"> The learning mentor will plan and deliver nurture group sessions. HLTAs will deliver regular RSE lessons to each class during PPA sessions. <p>Resources</p> <ul style="list-style-type: none"> Disadvantaged pupils will have access to 2 free afterschool club places each half term if COVID restrictions allow. Free Breakfast Club and Cool Kids afterschool club place for disadvantaged pupils. | <p>Short term</p> <ul style="list-style-type: none"> Safeguarding concerns are acted upon promptly with any necessary referrals or communication with other services taking place. Free Breakfast Club and afterschool club places available for disadvantaged pupils. School have a representative at all CFH, CIN, CP and CiC meetings. They are well prepared for these meetings and make active contributions to the plans in place <p>Medium term</p> <ul style="list-style-type: none"> Pastoral support continues to be strong for any pupils and families requiring it. All pupils have taken part in RSE lessons. | <p>Short term</p> <ul style="list-style-type: none"> Disadvantaged pupils and their families are aware of the Breakfast Club and afterschool club opportunities available to them. All pupils are kept safe in school and plans are in place for outside of school for those it deemed appropriate for. <p>Medium term</p> <ul style="list-style-type: none"> All pupils have an increased understanding about healthy relationships and what is not acceptable. Disadvantaged pupils have access to a wide range of extracurricular activities. |
| Review Progress at the end of the autumn term | | Review Progress at the end of the spring term | | Review Progress at the end of the summer term |
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| I. Improve attendance for disadvantaged pupils | | | | |
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| Barrier/Problem | Intervention Description (What are the active ingredients?) | Implementation Activities | Implementation Outcomes | Pupil Outcomes |
| <p>Parents/carers</p> <ul style="list-style-type: none"> Some parents/carers do not see good attendance as important. There are few opportunities for phonics catch-up, due to current staffing levels compared to pupil need. <p>Pupils</p> <ul style="list-style-type: none"> Attendance for disadvantaged pupils in 2018-2019 was 94.3% compared to 96.6% for their peers. 17.4% of disadvantaged pupils were classed as persistent absentees in the last full academic year, significantly above the figure for non-disadvantaged pupils nationally. Safeguarding concerns around some pupils mean the close monitoring of attendance is essential. | <p>Active Ingredient 1 Robust attendance systems are in place to ensure all pupils are accounted for each day.</p> <p>Active Ingredient 2 There is sufficient capacity to make home visits for vulnerable pupils whose whereabouts are unknown.</p> <p>Active Ingredient 3 Attendance is tracked effectively for the whole school, disadvantaged pupils and individual pupils.</p> <p>Active Ingredient 4 Incentives are in place to encourage good attendance.</p> | <p>Staffing</p> <ul style="list-style-type: none"> The Pastoral Support Manager will take the lead on attendance, monitoring it on a daily basis and coordinating responses to poor attendance and when a pupil's whereabouts are unknown. NJA will pay to have access to the MAT EWO. <p>Actions</p> <ul style="list-style-type: none"> The EWO to make home visits as directed by the Pastoral Support Manager where possible and in line with COVID restrictions. Weekly meetings to take place to monitor the attendance of individual pupils and to decide on strategies for improving the attendance of persistent absentees. Fast Track procedures to be used as deemed appropriate. Fines to be issued for holidays taken in term time. <p>Incentives</p> <ul style="list-style-type: none"> New behaviour system links to attendance and punctuality to earn bronze, silver and gold badges. | <p>Short term</p> <ul style="list-style-type: none"> Attendance is closely monitored on a daily basis and safeguarding concerns followed up immediately (e.g. home visits, contact with social workers). Fines are issued for term time holidays. Attendance is communicated to parents/carers on a half-termly basis.. <p>Medium term</p> <ul style="list-style-type: none"> Parents/carers whose children's attendance is a concern are aware of this and are aware of the consequences of further absences. Fast Track is used where deemed appropriate. All stakeholders are aware of attendance expectations with respect to the behaviour system. | <p>Short term</p> <ul style="list-style-type: none"> The location of all pupils is known each day and they are kept safe. Pupils want to come to school and do so whenever possible. <p>Medium term</p> <ul style="list-style-type: none"> Attendance of disadvantaged pupils over the course of the year is 95% or better (school target). Fewer than 15% of disadvantaged pupils are classed as persistent absentees (school target). <p>Long term</p> <ul style="list-style-type: none"> The gap between the attendance of disadvantaged pupils at NJA and non-disadvantaged pupils nationally continues to close over time. The gap between the percentage of disadvantaged pupils at NJA and non-disadvantaged pupils nationally classed as persistent absentees continues to close over time. |
| Review Progress at the end of the autumn term | | Review Progress at the end of the spring term | | Review Progress at the end of the summer term |
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