

Pupil Premium Strategy Statement

Summary information					
School	Normanton Junior Academy				
Academic Year	2019-2020	Total PP budget	£110,880	Date of most recent PP Review	Jun 2019
Total number of pupils	355	Number of pupils eligible for PP	84 (84 at census)	Date for next internal review of this strategy	Jan 2020

School context

Normanton Junior Academy is a larger than average sized junior school. The school currently has 354 pupils on roll, an increase of 6 from the previous academic year and almost to the full capacity of 360. This includes 7 (4 of whom are classed as disadvantaged) pupils who joined after the start of this academic year (as of 16.10.19). NJA has many more boys (198 - 56%) than girls (156 - 44%). This is particularly pronounced in Years 3 and 4 (60% vs 40%; 64% vs 36%), with only Year 5 bucking this trend (45% vs 55%). 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; changing the structure of the Maths lesson (to incorporate short bursts of learning followed by their independent tasks), and the introduction of an OAK forest school curriculum.

The vast majority of pupils enter NJA from Normanton All Saints C of E Infant School. However, an increasing number of pupils have joined from Newlands Primary across the four different year groups, with 22 current pupils having previously gone there.

The school is of strongly White British heritage, with a very small (but increasing) proportion of children from a range of different ethnic backgrounds; there is no single large ethnic group. A small minority of children have English as an additional language (32/355 pupils = 9%). Overall, the proportion of EAL speakers has increased over time, almost doubling over the last three years.

An above average proportion of children are eligible for the Pupil Premium grant (84/355 pupils = 24%), but there were a significant decrease in disadvantaged pupils in the current Year 5 (20%) and Year 6 (18%) cohorts. School believe this is not an accurate reflection of entitlement - a result of the impact of Universal Free School Meals offered in KS1 – as there are relatively high levels of deprivation in the local area.

- 17% (61/355) of pupils currently receive FSMs.
- School has 0 children from a service family.
- School has 2 **LAC/LAP** and 1 **Adopted from care** in school. However, a small minority of our pupils are looked after by other family members due to Special Guardianship Orders. As a result, they often need greater help in their learning through pastoral support and CAF. However, these children do not fall into the LAC category.

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.

With 16% (56/354) of pupils at NJA on the SEND register, school is broadly in line with the national figure for SEND pupils on roll. 51 children (14%) have SEN support (SEND K), and 5 children are in receipt of an EHCP. The level of SEN is relatively consistent across year groups apart from a lower number in Year 5. However, many pupils in Year 3 currently classified as SEND K have complex needs and could be referred for statutory assessment in the future.

The Headteacher and the Deputy are well established, having been at the school since January 2015 and September 2014 respectively. An Assistant Head post was created in September 2019 to further increase capacity. The impact of this is the school is in strong position to improve provision and outcomes for the pupils at Normanton Juniors.

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 profile for entry into KS2 shows that the proportion of those with low prior attainment has fallen, again with a steep fall for the current Year 6 cohort. 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						
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%	
Progress score in reading				48%	80%	
Progress score in writing				69%	83%	
Progress score in maths				55%	81%	
Quality First Teaching (<i>Issues such as teaching initiatives, professional development, recruitment/retention, support for early careers teaching</i>)						
£15,610					Person/Team Responsible	Cost
A	A high quality CPD package for all teachers with additional support as required.			Trudie Southward (HT)		£9,000
B	Pupil progress meetings to prioritise the progress of and provision for disadvantaged pupils.			Michael Berry (DHT)		£3,700
C	Improvements in curriculum design to include the sequential teaching of key vocabulary.			Michael Berry (DHT)		£0
D	Improved preparation of pupils for SATs.			Michael Berry (DHT) Year 6 teachers		£2,800
E	Improve the teaching of times tables with a focus on Years 3 and 4.			Katie Jones (Maths Leader)		£110
Targeted Academic Support (<i>Structured interventions - small group tuition, one-to-one support</i>)						
£15,750					Person/Team Responsible	Cost
F	Phonics interventions.			Jenna Houghton Megan Black (AHT) Adam Potter (English Leader)		£1,200
G	Initiatives are put in place to improve pupils' reading fluency.			Adam Potter (English Leader)		£14,550
Wider Strategies (<i>issues which also require action such as low attendance, behaviour, parental engagement</i>)						
£94,600					Person/Team Responsible	Cost
H	Teaching and support staff are sufficiently skilled and numerous to meet the needs of the Year 3 cohort.			Trudie Southward (HT)		£36,000
I	Improve attendance for disadvantaged pupils.			Michael Berry (DHT)		£3,600
J	High quality pastoral support is in place.			Cathryn Reynolds-Browne (Pastoral Support Manager)		£55,000
Total						£125,960

A. A high quality CPD package for all teachers with additional support as required.				
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>EEF: Quality of teaching is the single most important driver of pupil attainment and a range of other positive outcomes.</p> <p>Staff</p> <ul style="list-style-type: none"> • 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 are not confident teaching across the wider curriculum. • Good and better practice across school is not being shared as effectively as possible to improve the quality of education. • Some teachers and teaching assistants are not self-reflective enough to continue improving their performance. 	<p>Active Ingredient 1 Whole school Staff Development Meeting (SDM) and INSET timetable will be established and shared with all staff early in the academic year.</p> <p>Active Ingredient 2 The introduction of a CPD hour prior to PPA time for all teachers.</p> <p>Active Ingredient 3 Regular training put in place for all support staff, bespoke to individual needs and roles as appropriate.</p> <p>Active Ingredient 4 The performance management process will include an audit of teachers' and teaching assistants' strengths and areas to be developed.</p> <p>Active Ingredient 5 Teachers will attend MAT disaggregated INSET sessions on the moderation of core subjects.</p> <p>Active Ingredient 6 Academy CPD overview to be completed.</p>	<p>(TIME: 39 x 1 hour release for 12 teachers COST: £9,000)</p> <p>CPD hour (led and supported by the SLT as appropriate)</p> <ul style="list-style-type: none"> • Joint book looks for core subjects. • Joint planning looks for core subjects. • Opportunities to observe good practice. • Opportunities to mentor another member of staff who is less confident in one's area of strength (team teaching). • Time to read and discuss research about areas identified by the SLT to be key to improving the quality of education at NJA. • Moderation focusing on the accuracy and consistency of the marking of tests. • Moderation of challenge and expectation in reading, writing and maths lessons. <p>Training</p> <ul style="list-style-type: none"> • (TIME: Fortnightly 2 hour SDM sessions) focusing on areas outlined in the AIP. • (TIME: Fortnightly 2 hour support staff training) focusing on pedagogy, expectations and impact. <p>Monitoring & Evaluation</p> <ul style="list-style-type: none"> • Allocated leadership release to quality control the CPD hour. • SLT to monitor paperwork generated during the CPD hour. • Feedback to all leaders during 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 where their strengths and areas for development lie. • Standards in books will improve and be high across school. <p>Medium term</p> <ul style="list-style-type: none"> • Assessments are consistently marked accurately by each teacher, leading to more accurate teacher assessment judgements. • Teachers identified as not yet consistently delivering high quality of education for all of their pupils show clear and sustained improvement. • Teaching across the wider curriculum shows an appropriate and consistent level of challenge. • 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: <ul style="list-style-type: none"> ➤ Year 3: 38%; 31%; 31% ➤ Year 4: 45%; 38%; 45% ➤ Year 5: 67%; 62%; 38% ➤ Year 6: 53%; 41%; 59% <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): <ul style="list-style-type: none"> ➤ Year 3: 50% (38%); 50% (31%); 50% (31%) ➤ Year 4: 62% (45%); 55% (38%); 52% (45%) • Year 5: 76% (67%); 52% (62%); 62% (38%) • Year 6: 59% (53%); 53% (41%); 59% (59%)

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
<p>Evidence across all classes in each year group of teachers sharing good practice, evaluating their own teaching and reading and considering research. Further evidence will be required of research being put into practice. Standards in books are at least good or are improving in all classes.</p> <p>Data shows the following improvements in %ARE:</p> <ul style="list-style-type: none"> • All subjects in Year 3 • All subjects in Year 4 • Maths in Year 5 • Reading and writing in Year 6 <p>Key focus areas:</p> <ul style="list-style-type: none"> • English in Year 5 • Maths in Year 6 	<p>Performance Management meetings for teaching assistants did not take place as planned due to the lack of capacity to release them during school hours. CPD for teachers and teaching assistants significantly disrupted due to the COVID-19 lockdown. Quality of teaching cannot be assessed accurately at this time due to lockdown.</p>	<p>Lockdown continued to disrupt the delivery of effective CPD. End of year assessments have not taken place due to lockdown.</p>

B. Pupil progress meetings to prioritise the progress of and provision for disadvantaged pupils.				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>The progress of disadvantaged pupils is not always sufficiently prioritised by teachers.</p> <p>Staff</p> <ul style="list-style-type: none"> Teachers are focused their whole class making good progress and therefore may not give additional support beyond what is available to all pupils. <p>Pupils</p> <ul style="list-style-type: none"> The attainment gap between disadvantaged pupils and their peers is greater than 20% in each subject in Years 3 & 4. The attainment gap between disadvantaged pupils and their peers is greater than 15% in each subject in Years 5 & 6 with the exception of reading in Year 5. <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 Pupil progress meetings will focus on disadvantaged pupils before non-disadvantaged pupils.</p> <p>Active Ingredient 2 The timetable will be changed to allow teachers to deliver interventions during assemblies.</p> <p>Active Ingredient 3 Opportunities to be put in place for teachers to meet with pupils on a one-to-one basis.</p>	<p>Changes</p> <ul style="list-style-type: none"> Pupil progress meetings to take place 4 times a year (September, November, January, April). (TIME: 1 day HLTA cover x 3 terms for 12 classes COST: £3,700) Assertive Mentoring meetings moved from assembly times to allow teachers to lead interventions. Disadvantaged pupils will be the first to have their assertive mentoring meetings with additional time given to these pupils if required. <p>Monitoring & Evaluation</p> <ul style="list-style-type: none"> Attainment of disadvantaged pupils tracked separately and compared to non-disadvantaged pupils. Pupil Premium governor to scrutinise disadvantaged data. Progress investigated during pupil progress meetings. Formal lesson observations throughout the year to include a focus on provision for disadvantaged pupils. 	<p>Short term</p> <ul style="list-style-type: none"> All teachers are prioritising key disadvantaged pupils in lessons on a daily basis. <p>Medium term</p> <ul style="list-style-type: none"> Progress of disadvantaged pupils is prioritised by teachers and leaders in lesson observations, pupil progress meetings, book scrutinies and assertive mentoring meetings. <p>Long term</p> <ul style="list-style-type: none"> The impact on disadvantaged pupils is at the forefront of strategic planning in all areas of school life. 	<p>Short term</p> <ul style="list-style-type: none"> Disadvantaged pupils make consistently good progress during lessons. <p>Medium term</p> <ul style="list-style-type: none"> The attainment gap between disadvantaged pupils in school and non-disadvantaged pupils (both in school and nationally) closes in all year groups in all core subjects. <p>Long term</p> <ul style="list-style-type: none"> Attainment for disadvantaged pupils is consistently in line or better than attainment at KS1 (ARE+). The attainment gap between disadvantaged pupils at NJA and non-disadvantaged pupils nationally shows a decreasing trend.
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
Disadvantaged pupils have been given a clear priority in pupil progress meetings. Book scrutinies show that disadvantaged pupils are making good progress in the majority of classes. However, drop-ins and lesson observations show the greatest focus during lessons is on SEND pupils in lower school (Years 3 and 4) due to the high number of high needs pupils in these year groups. English in Year 5 is the greatest focus for improvement.		Lockdown has prevented effective evaluation of spring term progress.		Lockdown has prevented effective evaluation of summer term progress.
C. Improvements in curriculum design to include the sequential teaching of key vocabulary.				

Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>A high percentage of disadvantaged pupils lack a wide vocabulary with some having a very limited vocabulary. This is evident from the language pupils use on their writing and their understanding of certain words when reading.</p> <p>Staff</p> <ul style="list-style-type: none"> Teachers do not always plan effectively for the use of subject-specific vocabulary beyond core subjects. Not all subjects have sufficient teaching time allotted to them. <p>Pupils</p> <ul style="list-style-type: none"> A high percentage of disadvantaged pupils lack a wide vocabulary with some having a very limited vocabulary. Many pupils are not exposed to a wide range of spoken or written vocabulary at home or at school. 	<p>Active Ingredient 1 Pupils must have regular access to all curriculum areas.</p> <p>Active Ingredient 2 The NJA curriculum will detail all key vocabulary that teachers must teach and reinforce across the curriculum, building sequentially on prior learning.</p> <p>Active Ingredient 3 Monitoring of the wider curriculum will include a focus on the expected vocabulary being used consistently across year groups and classes.</p>	<p>Creating resources</p> <ul style="list-style-type: none"> In depth curriculum plans will be in place by the end of the Autumn term (MB). <p>Training</p> <ul style="list-style-type: none"> (TIME: 4 x 2 hour SDM) focus on how to use the curriculum plans and progression documents to plan effectively for non-core subjects (21.11.19 / 19.12.19 09.01.19 / 24.04.19). <p>Monitoring & Evaluation</p> <ul style="list-style-type: none"> Termly planning scrutinies focusing on curriculum coverage and the level of challenge. Formal lesson observations throughout the year in non-core subjects (including monitoring weeks) focus on the use of vocabulary. Regular drop-ins to take place during afternoon sessions to establish which subjects are being taught when. 	<p>Short term</p> <ul style="list-style-type: none"> All classes will be taught the full range of curriculum areas on a regular basis. Curriculum plans will be in place to inform planning. <p>Medium term</p> <ul style="list-style-type: none"> Planning will include subject specific vocabulary for all non-core lessons for all classes. Teachers will consistently use the specified vocabulary and continually reinforce this. <p>Long term</p> <ul style="list-style-type: none"> All specified vocabulary is taught consistently throughout school and teachers make links between subjects to reinforce this. 	<p>Short term</p> <ul style="list-style-type: none"> Pupils have regular access to the full range of curriculum subjects. <p>Medium term</p> <ul style="list-style-type: none"> Pupils use a wider range of subject specific vocabulary during lessons. Pupils use a wider vocabulary in their writing in different subjects <p>Long term</p> <ul style="list-style-type: none"> Pupils confidently use a wide range of vocabulary, drawing upon vocabulary from a wide range of curriculum areas in all subjects.
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	
All pupils across school have regular access to the full range of curriculum subjects. Curriculum plans are in place and progression documents have been started in line with the expected timeline.	Evidence of impact in lessons cannot be evaluated due to lockdown.		Evidence of impact in lessons cannot be evaluated due to lockdown.	

D. Improved preparation of pupils for SATs.				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>14% fewer disadvantaged pupils achieved age-related expectations in the KS2 reading SAT compared to past papers.</p> <p>Staff</p> <ul style="list-style-type: none"> Not all teachers mark assessments (especially reading) as stringently as in the end of key stage SATs. <p>Pupils</p> <ul style="list-style-type: none"> A large group of pupils expected to achieve age-related expectations are not securely there each year, leaving them vulnerable to not scoring high enough on any given day. Some pupils perform below their potential due to the pressure of the SATs. 	<p>Active Ingredient 1 Regular SATs practice to take place to prepare pupils for the final assessments.</p> <p>Active Ingredient 2 SATs practice conditions to be as closely aligned as possible to those of the final assessments.</p> <p>Active Ingredient 3 Additional support to be put in place for pupils in danger of not reaching targets.</p> <p>Active Ingredient 4 Moderation of the marking of practice papers to take place.</p>	<p>Practice SATs</p> <ul style="list-style-type: none"> SATs practice weeks to take place 4 times prior to the SATs themselves. From November onwards, SATs practice weeks to run as closely as possible to the SATs themselves with access arrangements in place. Moderation of practice SAT marking to take place during the CPD hour (already costed). <p>Booster sessions (TIME: 25 x 1 hour for 5 teachers and 1 HLTA COST: £2,800)</p> <ul style="list-style-type: none"> Using internal data and pupils' targets, identify pupils to take part in afterschool boosters. Arrangements to be made for booster lessons to begin at the start of Autumn 2. Staff leading booster groups to liaise with Year 6 teachers to ensure work is accurately targeted. 	<p>Short term</p> <ul style="list-style-type: none"> Year 6 teachers all mark the SATs practice papers accurately, giving an accurate picture of pupils' current attainment. Selection for booster groups takes place and boosters begin at the start of Autumn 2. <p>Medium term</p> <ul style="list-style-type: none"> Year 6 SATs practice weeks run with the same access arrangements as the official SAT week with adjustments made as required. Booster groups are monitored for progress and adjusted to best meet the needs of the cohort. <p>Long term</p> <ul style="list-style-type: none"> Assessment practices are as consistent as possible in all year groups, including access arrangements. 	<p>Short term</p> <ul style="list-style-type: none"> Year 6 pupils become familiar with the format and routine of the SATs. <p>Medium term</p> <ul style="list-style-type: none"> Fewer Year 6 are in the borderline ARE group, leading to improved SATs scores. Year 6 pupils core in line with their potential shown on practice papers in the end of key stage SATs. <p>Long term</p> <ul style="list-style-type: none"> Assessment practices are as consistent as possible in all year groups, including access arrangements. Pupils consistently score according to their potential in end of key stage assessments.
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
Moderation of SAT paper marking has ensured accuracy in Year 6 and allowed for accurate identification of target pupils. SLT decision for boosters to begin after Christmas to prevent 'burnout'. Access arrangements have been put in place where possible across school. However, there is not sufficient capacity for all possible access arrangements to be put in place in every class.		Not applicable due to lockdown.		Not applicable due to lockdown.

E. Improve the teaching of times tables with a focus on Years 3 and 4.				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>Disadvantaged pupils entering Year 4 score an average of 9 out of 25 in the times tables recall test.</p> <p>Staff</p> <ul style="list-style-type: none"> Teachers sometimes assume that pupils know their times tables when they do not. Teachers do not spend enough time teaching times tables explicitly, often testing rather than teaching. <p>Pupils</p> <ul style="list-style-type: none"> Many pupils do not practice their times tables at home. Pupils have very poor times tables recall on entry in Year 3. <p>Attainment</p> <ul style="list-style-type: none"> Scores in the pilot for the Year 4 times tables check were significantly below the national average and in the bottom 10% of schools that took part (average of 14.9 vs 18.5). Disadvantaged pupils entering Year 4 score an average of 9 out of 25 in the times tables recall test. 	<p>Active Ingredient 1 Establish an accurate picture of pupils' times tables knowledge in Years 3 and 4.</p> <p>Active Ingredient 2 Incorporate times tables practice into daily practice in lower school.</p> <p>Active Ingredient 3 Accurately track pupils' progress in times tables recall throughout lower school.</p> <p>Active Ingredient 4 Give pupils greater incentive to practice their times tables out of school.</p>	<p>Teaching</p> <ul style="list-style-type: none"> A 'daily 10' times tables starter to take place in lower school. Year 4 classes to have one session every 3 weeks in the ICT suite practising times tables. <p>Tracking</p> <ul style="list-style-type: none"> MB to establish a baseline before the end of October for all Year 4 pupils during assemblies. KJ to track Year 3 and 4 pupils' progress throughout the course of the year with disadvantaged pupils tracked as a distinct group. <p>Resources (COST: £110)</p> <ul style="list-style-type: none"> A subscription to Times Tables Rockstars to be purchased. KJ to setup Times Tables Rockstars for all pupils in school and arrange frequent battles between classes. 	<p>Short term</p> <ul style="list-style-type: none"> Daily times tables practice takes place in all Year 3 and 4 maths groups. All pupils have a login for Times Tables Rockstars. All Year 4 pupils have had a baseline assessment by the end of Autumn 1. <p>Medium term</p> <ul style="list-style-type: none"> Progress of Year 3 and 4 pupils is tracked over the course of the year and adjustments are made to provision accordingly. <p>Long term</p> <ul style="list-style-type: none"> Times tables recall is a key driver for the teaching of maths in Years 3 and 4. 	<p>Short term</p> <ul style="list-style-type: none"> All pupils know what Times Tables Rockstars is and how to log in to their account. Pupils are enthusiastic about learning their times tables with many practising at home. <p>Medium term</p> <ul style="list-style-type: none"> Year 3 and 4 pupils show clear progress in times tables recall over time. Year 4 pupils score in line with the national average of better in the Year 4 times tables check. <p>Long term</p> <ul style="list-style-type: none"> The vast majority of pupils enter Year 5 with good times tables recall to 12 x 12, allowing them to access the rest of the maths curriculum more easily, leading to improved outcomes in end of KS2 SATs.
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
Daily times tables practice is taking place. Baseline of all Year 4 pupils took place as planned. Tracking shows clear progress evident for Year 4 pupils with averages now above the national average for 2019. All pupils are able to login to Times Tables Rockstars. Year 3 baselines not yet completed.		Not applicable due to lockdown.		Not applicable due to lockdown.

F. Phonics interventions.				
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 3).</p> <p>Staff</p> <ul style="list-style-type: none"> Many teachers do not have a strong understanding of teaching phonics. 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"> A high percentage of disadvantaged pupils enter school with poor phonics knowledge (30% in current Year 3). <p>Attainment</p> <ul style="list-style-type: none"> Scores in the KS1 phonics check do not accurately reflect pupils' knowledge on entry to Year 3. 	<p>Active Ingredient 1 Pupils' phonics knowledge to be assessed on entry at the beginning of Year 3.</p> <p>Active Ingredient 2 Systematic approach to supporting pupils with weak phonological understanding.</p> <p>Active Ingredient 3 Phonics interventions in place for Year 3 pupils with poor phonics knowledge.</p> <p>Active Ingredient 4 Phonics skills to be reinforced for pupils in Years 5 and 6 with poor phonics knowledge.</p>	<p>Assessment</p> <ul style="list-style-type: none"> JH to carry out a baseline assessment for all Year 3 pupils during Autumn 1. MBI to track identified pupils progress in phonics throughout the year. <p>Systematic approach</p> <ul style="list-style-type: none"> JH to train teachers to teach pupils to be 'phonics buddies' in Autumn 1. JH to distribute phonics resources to be used by identified pupils in all classes whenever they are writing. <p>Interventions (TIME: AHT x 3 sessions/week COST: £1,200)</p> <ul style="list-style-type: none"> MBI to lead a phonics intervention for identified Year 3 pupils during assemblies. (Costed for G) Small group English sessions to take place with identified Year 5 pupils every day with a phonics-trained teacher/TA (change at Autumn 1) to reinforce phonics learning. 	<p>Short term</p> <ul style="list-style-type: none"> An accurate picture of Year 3 pupils' phonics knowledge is established and pupils are targeted for support. All interventions are in place. 'Phonics buddies' are in place for all classes. Phonics resources have been distributed to all classes. <p>Medium term</p> <ul style="list-style-type: none"> Progress of pupils in the phonics intervention group are tracked with pupils leaving the group when sufficiently proficient. <p>Long term</p> <ul style="list-style-type: none"> Phonics interventions are not required beyond Year 3 other than for a very small minority. Phonics systems are well established and resources are used consistently throughout school. 	<p>Short term</p> <ul style="list-style-type: none"> Year 3 pupils requiring extra phonics support receive this. Identified Year 5 and 6 pupils access small group provision appropriate to their current level of understanding. <p>Medium term</p> <ul style="list-style-type: none"> The vast majority of Year 3 pupils sufficiently improve their phonics knowledge to no longer require intervention. The vast majority of Year 6 pupils access end of key stage SATs. <p>Long term</p> <ul style="list-style-type: none"> No more than a small minority of pupils leave Year 3 without a solid foundation in phonics. Non-phonics-based alternatives are put in place after Year 3 for pupils for whom phonics has not worked.
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	
Baselines completed for all Year 3 pupils. Phonics interventions in place in Year 3 and Year 5/6 as planned. All Year 3 classes have access to phonics resources. Evidence of Year 3 pupils showing the required improvement and no longer requiring intervention. However, large numbers of Year 3 pupils still require significant input.	Intervention groups ran until lockdown. No further evaluation possible.		Not applicable due to lockdown.	

G. Initiatives are put in place to improve pupils' reading fluency.				
Barrier/Problem	Intervention Description (What are the active ingredients?)	Implementation Activities	Implementation Outcomes	Pupil Outcomes
<p>EEF: <i>Peer mentoring +5 months.</i> <i>Small group tuition +4 months.</i></p> <p>Staff</p> <ul style="list-style-type: none"> Teachers do not listen to pupils read often enough to improve reading fluency. <p>Pupils</p> <ul style="list-style-type: none"> 38% of disadvantaged pupils in the last Year 6 cohort could not decode age-appropriate texts at 90 words/minute. This is a recurring problem through school. Disadvantaged pupils (on average) receive less support at home than their peers (e.g. reading, help with homework). <p>Attainment</p> <ul style="list-style-type: none"> A number of pupils with age-appropriate comprehension skills fail to achieve ARE in end of key stage SATs due to their lack of reading fluency. 	<p>Active Ingredient 1</p> <ul style="list-style-type: none"> Whole school timetables to be reviewed to allow more opportunities for teachers to listen to pupils read. <p>Active Ingredient 2</p> <ul style="list-style-type: none"> Target pupils to have more opportunities to read to more confident readers. <p>Active Ingredient 3</p> <ul style="list-style-type: none"> More focused provision to be put in place for target pupils in Years 5 and 6 who struggle to access the age-appropriate curriculum. <p>Active Ingredient 4</p> <ul style="list-style-type: none"> Dedicated time outside of lesson times for disadvantaged pupils to read to an adult in school. 	<p>Provision (TIME: 11 teachers x 3 sessions/week COST: £8,250)</p> <ul style="list-style-type: none"> Teachers to lead reading interventions for identified pupils during assembly times. Peer Mentoring of reading to be introduced during assemblies - highest ability pupils to mentor lower-middle ability pupils. <p>(TIME: 1 TA x 4 hours/week COST: £2,000)</p> <ul style="list-style-type: none"> Small group English provision to be put in place for target pupils who struggle to access the age-appropriate curriculum in Years 5 and 6. <p>(TIME: HLTA + TA x 4 hours/week COST: £4,300)</p> <ul style="list-style-type: none"> A homework club specifically for disadvantaged pupils will run every day after school. <p>Tracking</p> <ul style="list-style-type: none"> A baseline is taken in Year 6 to establish which pupils cannot read 90 words/minute. Year 6 pupils are reassessed throughout the year to track improvements in reading fluency. 	<p>Short term</p> <ul style="list-style-type: none"> Baseline assessment is completed. Reading interventions in place during assemblies for identified pupils. Peer mentoring in place in Years 5 and 6. Small group provision is in place for target pupils in Years 5 and 6. The homework club is in place for all disadvantaged pupils. <p>Medium term</p> <ul style="list-style-type: none"> Interventions are monitored to ensure provision is having the desired impact with different pupils targeted as and when necessary. <p>Long term</p> <ul style="list-style-type: none"> Peer mentoring to be introduced in Years 3 and 4. 	<p>Short term</p> <ul style="list-style-type: none"> Year 5 and 6 pupils access interventions that meet their needs. All disadvantaged pupils have access to the homework club if they so wish. <p>Medium term</p> <ul style="list-style-type: none"> There is an increase in the number of Year 6 pupils reading at 90 words/minute or faster. The majority of Year 6 pupils can access the end of key stage reading SAT without needing additional time and reach the end of the paper. <p>Long term</p> <ul style="list-style-type: none"> The percentage of disadvantaged pupils achieving ARE in end of key stage reading SATs shows an increasing trend over time. Attainment in reading for disadvantaged pupils (ARE+) is consistently in line with or greater than that at KS1.
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
Year 6 baseline completed. Target pupils have been identified in pupil progress meetings. Small group provision is in place in Years 5 and 6 and interventions are taking place during assemblies. Evidence of impact in Years 3, 4 and 6. All disadvantaged pupils have access to homework club; however, take up is very low. Peer Mentoring is not yet in place.		No further progress prior to lockdown.		Not applicable due to lockdown.
H. Teaching and support staff are sufficiently skilled and numerous to meet the needs of the Year 3 cohort				
Barrier/Problem	Intervention Description	Implementation Activities	Implementation Outcomes	Pupil Outcomes

<p>Staff</p> <ul style="list-style-type: none"> Current staffing levels are not sufficient to adequately meet the needs of the new Year 3 cohort without having a significant negative impact on quality first teaching. <p>Pupils</p> <ul style="list-style-type: none"> Behaviour of nine Year 3 pupils (new to school), four of whom are disadvantaged, was very disruptive at their previous schools, disrupting their learning and the learning of others. 4 of these have exclusions on their record from KS1. 	<p>(What are the active ingredients?)</p> <p>Active Ingredient 1</p> <ul style="list-style-type: none"> The staffing structure adequately reflects the needs of the Year 3 cohort. <p>Active Ingredient 2</p> <ul style="list-style-type: none"> Support staff working in Year 3 are sufficiently skilled to meet the needs of the pupils. 	<p>Staffing</p> <ul style="list-style-type: none"> Support staff previously working in Years 5 and 6 to be redeployed to Year 3. (COST: £36,000) 3 additional TAs to be employed to support pupils in Year 3. <p>Training</p> <ul style="list-style-type: none"> A training package for TAs to be established, with training sessions taking place on Wednesday afternoons. Opportunities for TAs to observe the good practice of other TAs in school. Online training to be accessed where appropriate as identified through the skills audit. <p>Timetables</p> <ul style="list-style-type: none"> Weekly meetings between teachers and TAs to take place during Monday assemblies to ensure TAs are clear as to their role over the week. The intervention timetables to be reviewed on a weekly basis by the class teacher and TA. These to be monitored by the SENDCo. 	<p>Short term</p> <ul style="list-style-type: none"> Sufficient staff are in place to meet the immediate needs of the Year 3 cohort and to reduce the impact of disruptions on quality first teaching. Timetables for interventions and monitoring will be in place. The skills audit will have been completed and areas for development established. Teachers and TAs will be meeting weekly to make expectations of the TAs role for the week clear. <p>Medium term</p> <ul style="list-style-type: none"> All Year 3 pupils will be able to access the curriculum. TAs will have a clearer understanding of the expectations of their role and increasingly meeting these. Online courses will have been completed as appropriate and learning from these will be transferred into daily practice TAs will be clearer about teachers' expectations for them during lessons and have an increased impact on pupils as a result of this. <p>Long term</p> <ul style="list-style-type: none"> Less support is required for the cohort to access the curriculum effectively. 	<p>Short term</p> <ul style="list-style-type: none"> All pupils in school are kept safe in crisis situations. <p>Medium term</p> <ul style="list-style-type: none"> The behaviour of more challenging pupils in Year 3 will improve. The number of Team Teach incidents and exclusions for Year 3 pupils reduces over time. Pupils who cannot access an age-appropriate curriculum will have appropriate provision and interventions in place. <p>Long term</p> <ul style="list-style-type: none"> Pupils' pastoral and academic needs will be met to a high standard.
<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>
<p>3 members of supply staff (teaching assistants) are in place to help meet the needs of the Year 3 cohort. This is enabling the majority of lessons to go ahead without learning being disrupted. The TA skills audit has been updated. TA training and interventions delivered by TAs often cannot take place due to needs of high needs pupils.</p>		<p>No further progress prior to lockdown.</p>		<p>Not applicable due to lockdown.</p>
<p>I. Improve attendance for disadvantaged pupils.</p>				
<p>Barrier/Problem</p>	<p>Intervention Description (What are the active ingredients?)</p>	<p>Implementation Activities</p>	<p>Implementation Outcomes</p>	<p>Pupil Outcomes</p>
<p>Parents/carers</p>	<p>Active Ingredient 1</p> <ul style="list-style-type: none"> Robust attendance systems are in place to ensure all 	<p>Staffing</p> <ul style="list-style-type: none"> The deputy headteacher will take the lead on attendance, monitoring it on a 	<p>Short term</p> <ul style="list-style-type: none"> Attendance is closely monitored on a daily basis and 	<p>Short term</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 style="text-align: center;"><u>Pupils</u></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 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>pupils are accounted for each day.</p> <p>Active Ingredient 2</p> <ul style="list-style-type: none"> There is sufficient capacity to make home visits for vulnerable pupils whose whereabouts are unknown. <p>Active Ingredient 3</p> <ul style="list-style-type: none"> Attendance is tracked effectively for the whole school, disadvantaged pupils and individual pupils. <p>Active Ingredient 4</p> <ul style="list-style-type: none"> Incentives are in place to encourage good attendance. 	<p>daily basis and coordinating responses to poor attendance and when a pupil's whereabouts are unknown.</p> <p>(COST: £3,000)</p> <ul style="list-style-type: none"> 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 deputy headteacher. 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"> An additional school trip to take place for the class that hits its weekly target most often. <p>(COST: £600)</p> <ul style="list-style-type: none"> £100 Xscape voucher for winners of the attendance draw each half term. 	<p>safeguarding concerns followed up immediately (e.g. home visits, contact with social workers).</p> <ul style="list-style-type: none"> Fines are issued for term time holidays. Attendance is a regular feature of weekly newsletters. <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 listed incentives have been put in place. 	<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.
<p style="text-align: center;">Review Progress at the end of the autumn term</p> <p>Attendance is closely monitored down to the pupil level. The location of pupils is known each day and safeguarding concerns are followed up rigorously. Attendance of disadvantaged pupils is currently not as strong as last year. However, this reflects attendance nationally due to the impact of the norovirus that struck nationally in November, with Yorkshire affected particularly badly.</p>	<p style="text-align: center;">Review Progress at the end of the spring term</p> <p>Not applicable due to lockdown.</p>	<p style="text-align: center;">Review Progress at the end of the summer term</p> <p>Not applicable due to lockdown.</p>		

J. High quality pastoral support is in place.				
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 (7 CFH; 4 CIN; 3CP at beginning of academic year). The number of MASH referrals for pupils at NJA continues to increase. There continues to be a high number of Operation Encompass notifications. 	<p>Active Ingredient 1</p> <ul style="list-style-type: none"> A strong dedicated pastoral team to be in place. <p>Active Ingredient 2</p> <ul style="list-style-type: none"> A program of nurture work is in place to help to help pupils develop their social interaction, confidence and self-esteem. <p>Active Ingredient 3</p> <ul style="list-style-type: none"> An effective RSE curriculum is in place. <p>Active Ingredient 4</p> <ul style="list-style-type: none"> Disadvantaged pupils have access to free wrap-around care. <p>Active Ingredient 5</p> <ul style="list-style-type: none"> Disadvantaged pupils have access to extra-curricular learning experiences that they may not have access to at home. 	<p>Staffing</p> <p>(COST: £25,000)</p> <ul style="list-style-type: none"> NJA will employ a Pastoral Support Manager to oversee pastoral support throughout school. <p>(COST: £15,000)</p> <ul style="list-style-type: none"> 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. The RSE leader will create an RSE curriculum map and share this with all teaching staff. HLTAs will deliver RSE lessons to each class 1 day each term. <p>Resources</p> <p>(COST: £2,000)</p> <ul style="list-style-type: none"> Disadvantaged pupils will have access to 2 free afterschool club places each half term. <p>(COST: £10,000 - % of total cost in line with no. of disadvantaged)</p> <ul style="list-style-type: none"> Oak Schools provision for each class with additional Oak Schools provision for selected pupils on a weekly basis. <p>(COST: £3,000)</p> <ul style="list-style-type: none"> 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 and CP 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
Safeguarding procedures continue to be acted upon rapidly with effective communication with external services. Free places at Breakfast Club and Cool Kids offered to target pupils and other afterschool clubs offered to all disadvantaged pupils. The learning mentor provides effective pastoral support where possible. However, this often involves supporting specific pupils in class so that they can access learning. RSE lessons have taken place consistently during PPA sessions.		The PSM moved to another school and interviews have taken place to replace her. The deputy head has had responsibility for all safeguarding matters during lockdown. The LA safeguarding tracker has been consistently updated as required. Vulnerable pupils have been contacted regularly (frequency depending on need), with home visits and police welfare checks taking place when contact cannot be made. Weekly food hampers have been provided for disadvantaged pupils.		New PSM could not take up role at Easter as planned. The deputy head continued to carry out safeguarding duties, including CIN, CP and CIC meetings. The deputy head ensured key information on vulnerable and SEND pupils was shared with high schools.