



Pupil Premium

Strategy Statement

2021-2022

Website Summary



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

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 (3-year plans are recommended)	2021-2022 to 2023-2024
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 - Headteacher Michael Berry – Deputy Headteacher
Governor lead	Martin Beedle

Funding overview

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
Total budget for this academic year 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

Part A: Pupil premium strategy plan

Statement of intent

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 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 an Academy Improvement Plan where all key priorities are designed to address the challenges disadvantage children face at our school/ Therefore, our pupil premium strategy is an integral part of school improvement rather than a separate plan.

We consider the challenges faced by vulnerable pupils, such as 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 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.

Our strategy is also integral to wider school plans for education recovery including the targeted support offered through the National Tutoring Programme, for pupils whose education has been worst affected, including non-disadvantaged pupils. We also continue to adapt our curriculum to prioritise teaching missed content that will allow pupils to make sense of later work in the curriculum. A broad and balanced curriculum is vital for all our pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
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	In light of the recent school closures, pupils' wider experiences from their home life have become increasingly 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**, 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.	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 disadvantaged pupils are broadly in line with the national average.
Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.	Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use Stage 5 and 6 strategies confidently. Year 4 times tables screening outcomes are broadly in line with or better than 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.*</p>	<p>Qualitative data from pupil voice, pupil and parent surveys and teacher observations.</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>Disadvantaged pupils attend school whenever they are able to.*</p>	<p>The average attendance of disadvantaged pupils is at least 93.3%. The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.</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. Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils • 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.

** 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 this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £48,089

Activity	Evidence that supports this approach	Challenge number(s) addressed
ECT training	ECT framework introduced by the DfE to improve quality of teaching and teacher retention.	1, 2, 3, 4
Introduce Accelerated Reader programme	EEF research shows +3 months progress / year.	1
Purchase books for home reading and school library subscription service	https://www.gov.uk/government/publications/research-evidence-on-reading-for-pleasure DFE Reading Framework Reading for Pleasure: Transforming your school's reading culture programme via Jerry Clay English Hub	1
Purchase of a DfE validated Systematic Synthetic Phonics programme – 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: Phonics Toolkit Strand Education Endowment Foundation EEF	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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	2

Implementation of One Wakefield programme to improve outcomes for disadvantaged pupils	2 year partnership with Doncaster Research School	1, 2, 4
Introduce Number Sense maths 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. DFE Teaching a broad and balanced curriculum for education recovery	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 Jigsaw PSHE Curriculum	3, 6
Introduction to metacognitive and cognitive strategies	EEF research 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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Accelerated Reader programme	EEF research shows +3 months progress / year.	1
Introduce Number Sense maths programme in lower school and structured times tables format	Recommended by Trust School Improvement Officer for Maths.	2
1stclass@arithmetic intervention	EEF Research shows +2 months progress after 10 weeks of intervention.	2
Improve the quality of social and emotional (SEL) learning – 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): EEF Social and Emotional Learning EEF Case Study Example	4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring 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: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1, 2

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

Budgeted cost: £48,438

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 Improving School Attendance	5
Pastoral offer, including: SENDCo carrying out pastoral duties, 2.5 days / week Learning Mentor employed to provide pastoral support Improve the quality of social and emotional (SEL) learning – purchasing of ELSA Intervention	KCSIE 2021 highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer. EEF Case Study Example DFE Supporting Wellbeing DFE Mental Health & Wellbeing in Schools	6
Online Boxall Profile subscription	Referenced in DFE Mental Health & Behaviour in schools	6
Training for staff on wellbeing for pupils	Mental Health First Aider Research from Wakefield LA EPS – Internal Staff CPD	6

Total budgeted cost: £104,528 (£27,462 still to be allocated primarily to Targeted Academic Support)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

See evaluated 2020-2021 Pupil Premium Strategy –
<https://normantonjunioracademy.org/pupil-premium/>

Further information (optional)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, as part of our involvement in 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 as a result of too many priorities lacking depth of focus and sustainability. In addition to this, in recent years 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 now intently focused on working on key priorities in a simple, systematic and effective way. Leaders have therefore integrated both our Academy Improvement Plan and our previous pupil premium plan into one 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.

We have continued to triangulate evidence from multiple sources of data including assessments, engagement in 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 it is our intention to contact schools with high-performing disadvantaged pupils to learn from their approach, including those from within our own multi academy trust and the 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 used 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 will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust 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.
- reviewing and relaunching a parent engagement strategy post Covid. Now that parents/carers can once again begin to re-enter the school building, leaders are passionate about reintegrating the school community back into school life.