



Pupil Premium  
Strategy Statement  
2021-2024  
*Website Summary*

(Updated November 2022)



## Pupil premium strategy statement

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

The strategy begins with the pupil premium funding allocations, including the recovery premium for the 2021 to 2022 academic year, which leaders have evaluated and used to plan this new academic year (2022-2023).

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

### School overview 2021-2022

Detail	Data
School name	Normanton Junior Academy
Number of pupils in school	348
Proportion (%) of pupil premium eligible pupils	27% (93 pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021-2022 to 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 2021-2022

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

## School overview 2022-2023

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

## Funding overview 2022-2023

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

# 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 a three-year Academy Improvement Plan where all key priorities are designed to address the challenges disadvantaged children face at our school. Therefore, our three-year 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 continued use of 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	Pupils' wider experiences from their home life are limited for some children. The school's demographic of white British limits their understanding of key themes i.e. equality, diversity etc.
4	Observations and discussions with pupils suggest that many pupils do not have a range of cognitive strategies to draw upon, relying on a favoured strategy which may not be best suited to a task. Due to this, some pupils are not motivated to tackle potentially challenging tasks.
5	Attendance data shows a disproportionate number of disadvantaged pupils are classed as persistent absentees and therefore do not fully engage with school life. This has a negative impact on their social and emotional development as well as academic progress.
6	Our ongoing discussions with pupils and their families show that a significant number of families require additional pastoral intervention, including social, emotional and mental health support.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (July 2024)**, 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). The Feedback Policy supports addressing basic gaps.

<p>School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.*</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.</p> <p>Lesson observations show that pupils think critically to choose the most effective strategies to support their own learning.</p> <p>As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>
<p>Achieve and sustain improved attendance for all pupils. Disadvantaged pupils, particularly, attend school whenever they are able to.*</p>	<p>The average attendance of disadvantaged pupils is at least 93.3% (21-22). This improves to at least 95% by July 2023.</p> <p>The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.</p> <p>Sustained high attendance from 2024/2025 demonstrated by:</p> <ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than 4% and there will be <b>no gap</b> in attendance for our disadvantaged pupils.</li> <li>• The percentage of all pupils who are persistently absent being below 5% and the figure among disadvantaged pupils being no lower than their peers.</li> </ul>
<p>Children and families receive high-quality pastoral support.*</p>	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li> </ul>

\* offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

## Activity in the academic year 2021-2022

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £50,439

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

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



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

Budgeted cost: £13,480

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

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

Budgeted cost: £69,539

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

**Total budgeted cost: £133, 458**

## Activity in this academic year 2022-2023

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £44,100

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

Participate in 'Phase 2' One Wakefield programme to improve outcomes for disadvantaged pupils	2-year partnership with <a href="#">Bradford Research School</a> - <i>It will focus on strategies to develop language and communication, including developing oracy, vocabulary and metacognition, and its impact on outcomes.</i>	1, 2, 4
Continue with the <a href="#">Number Sense maths</a> programme in lower school and structured times tables format	Recommended by Trust School Improvement Officer for Maths.	2
Purchase of additional high-quality curriculum resources	This non-statutory guidance offers suggestions to help all maintained schools, academies, and free schools decide how to prioritise elements within their curriculum for education recovery.  These suggestions are based on the good practice evident in many schools, as exemplified in the case studies. <a href="#">DFE Teaching a broad and balanced curriculum for education recovery</a>	1, 2
Deliver our PSHE curriculum which supports statutory RSE, as well as SMSC/British Values, E-Safety etc.	Advice and guidance from colleagues within the Multi Academy Trust  <a href="#">Jigsaw PSHE Curriculum</a>	3, 6
Sustain metacognitive and cognitive strategies	<a href="#">EEF research</a> shows +7 months progress / year.  One Wakefield Metacognition & Memory Programme in conjunction with Bradford Research School  Reference to: <a href="#">EEF SEND in the Mainstream Setting</a> EEF - <a href="#">Moving forwards, making a difference: A planning guide for schools 2022–23</a>	1, 2, 4

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

Budgeted cost: £13,480

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

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

Budgeted cost: £69,539

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deputy Head released 0.5 days / week to strategically oversee attendance strategy, including meeting with MAT EWO	DfE's <a href="#">Improving School Attendance</a>  From September 2022 – DfE's <a href="#">Working Together to Improve School Attendance</a>  Waterton Academy Trust Attendance Policy – from September 2022.	5
Pastoral offer, including: SENDCo continuing to work alongside the Pastoral Team  Pastoral Support Officer role recommences from September 2022  Learning Mentor employed to provide pastoral support  Improve the quality of <a href="#">social and emotional (SEL) learning</a> – delivery of ELSA Intervention	<a href="#">KCSIE 2022</a> highlights the need for 'Early Help'. As well as working with external professionals and agencies, internal support for children is central to our offer.  <a href="#">Wakefield Families Together</a>  <a href="#">EEF Case Study Example</a>  <a href="#">DFE Supporting Wellbeing</a>  <a href="#">DFE Mental Health &amp; Wellbeing in Schools</a>  Anna Freud – <a href="#">Mentally Healthy Schools</a> has supported the creation of our own Mental Health & Wellbeing Strategy	6
Online Boxall Profile subscription	Referenced in <a href="#">DFE Mental Health &amp; Behaviour in schools</a>	6
Training for staff on wellbeing for pupils	<a href="#">Mental Health First Aider</a>  <a href="#">Mental Health Champions – Foundation Programmes</a>  Research from Wakefield LA EPS – Internal Staff CPD: - Developmental and Relational Trauma	6

**Total budgeted cost: £129,245**

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

### Pupil premium strategy outcomes

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

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

#### **Intended outcomes**

***This explains the outcomes we are aiming for by the end of our current strategy plan (July 2024), and how we will measure whether they have been achieved.***

<b>Intended outcome</b>	<b>Success criteria</b>	<b>As of July 2022:</b>
By Year 6, a large majority of pupils have sufficient reading fluency and stamina to comfortably access Year 6 SATs.	Accelerated Reader data shows an average increase in reading age of at least 14 months over the course of the year in each year group. KS2 reading outcomes for all pupils are at least in line with the national average. KS2 reading outcomes for disadvantaged pupils are broadly in line with the national average.	KS2 reading outcomes for all pupils are in line with the national average. KS2 reading outcomes for disadvantaged pupils has improved, narrowing the gap, but is not yet in line with the national average.  See breakdown of outcomes below.
Basic gaps in maths knowledge are closed for a large majority of pupils, enabling them to access all aspects of the maths curriculum.	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).	Number Sense assessments show that a large majority of pupils in Years 3 and 4 can use most Stage 5 and 6 strategies confidently but do not always chose the most efficient strategy. Year 4 times tables screening outcomes are not yet broadly in line with the national average (average score and % scoring 25/25).
School's wider curriculum exposes children to a wide range of experiences and encourages tolerance and acceptance of diversity.*	Qualitative data from pupil voice, pupil and parent surveys and teacher observations.	Leaders have implemented a full curriculum review, post pandemic. As a result, reading has been placed at the centre of the curriculum offer and planning now ensures that wider experiences and a broad & balanced offer is in place.

<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.</p> <p>As a result of most pupils using cognitive and metacognitive strategies effectively, they make accelerated progress.</p>	<p>Leaders have produced a new 'Teaching &amp; Learning Handbook' following continued CPD about cognitive and metacognitive strategies. As a result of this new guidance, teaching staff continue to teach these strategies and monitoring shows these positively impacting on the progress the children make in each lesson and over time.</p> <p>The children do not yet consistently use a range of strategies independently.</p>
<p>Disadvantaged pupils attend school whenever they are able to.*</p>	<p>The average attendance of disadvantaged pupils is at least 93.3% (21-22).</p> <p>The number of cases of avoidable persistent absenteeism reduces year on year with sustained high attendance.</p>	<p>Disadvantage attendance in 2021-2022 was broadly in line with other disadvantage pupils, nationally. As a result, attendance remains a key overarching priority for this strategy. Leaders full recognised that if the disadvantage pupils are not in school, this strategy cannot be applied.</p>
<p>Children and families receive high-quality pastoral support.*</p>	<p>Children and families who require additional support, report that they have received timely and high-quality pastoral support.</p> <p>Sustained high levels of wellbeing are demonstrated by:</p> <ul style="list-style-type: none"> <li>• qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils</li> <li>• Boxall profiles show improved developmental and diagnostic scores with decreasing levels of difficulty over time. Targeted external support is accessed and benefiting pupils and their families.</li> </ul>	<p>Our assessments and observations indicated that the mental wellbeing of parents and our families were significantly impacted, last year, exacerbated by COVID-19-related issues. This impact was particularly acute for disadvantaged pupils due to the stress of their home life. We used pupil premium funding to provide wellbeing support and personalised pastoral support, in conjunction with other agencies and professionals, for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan by introducing our Mental Health &amp; Wellbeing Strategy from September 2022.</p>



## End of Key Stage 2 July 2022 Outcomes Summary

- End of KS2 outcomes are significantly above national (59%) with 71% achieving EXS+ in Reading, Writing & Maths.
- End of KS2 disadvantaged outcomes are significantly above national, with 59% achieving EXS+ in Reading, Writing & Maths (43%).
- End of KS2 Reading outcomes are broadly in line with national (74%) with 75% achieving EXS+.
- End of KS2 Reading outcomes for pupils achieving the higher standard is 22% (28%).
- End of KS2 Reading outcomes for disadvantaged pupils are broadly in line with other disadvantaged pupils nationally (63%), with 59% of pupils achieving EXS+. This is also an improvement from the end of Year 5, when 44% were on track to achieve EXS+ in Reading).
- End of KS2 Reading outcomes for disadvantaged pupils achieving the higher standard are in line with other disadvantaged pupils nationally (17%), with 19% of dis pupils achieving the higher standard.
- End of KS2 Writing outcomes are significantly above national (69%) with 80% achieving EXS+.
- End of KS2 Writing outcomes for pupils achieving the Greater Depth is 5% (13%).
- End of KS2 Writing outcomes for disadvantaged pupils are significantly above with other disadvantaged pupils nationally (56%), with 67% of pupils achieving EXS+.
- End of KS2 Reading outcomes for disadvantaged pupils achieving the Greater Depth standard are in line with other disadvantaged pupils nationally (6%), with 4% of disadvantaged pupils achieving Greater Depth
- End of KS2 Maths outcomes are broadly in line with national (71%) with 79% achieving EXS+.
- End of KS2 Maths outcomes for pupils achieving the higher standard is 14% (22%).
- End of KS2 Maths outcomes for disadvantaged pupils are above other disadvantaged pupils nationally (57%), with 65% of pupils achieving EXS+. This is also an improvement from the end of Year 5, when 58% were on track to achieve EXS+ in Reading).
- End of KS2 Maths outcomes for disadvantaged pupils achieving the higher standard are slightly below with other disadvantaged pupils nationally (12%), with 8% of dis pupils achieving the higher standard.
- 22 children received tutoring as part of the National Tutoring Programme. 18 children (82%) achieved the EXS+ standard in Maths, an increase of 9% from their end of Y5 summer data point.
- 19 children received tutoring as part of the National Tutoring Programme. 15 children (79%) achieved the EXS+ standard in Reading, an increase of 37% from their end of Y5 summer data point.

## Further information

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy (September 2021), as part of our involvement in Phase 1 of the One Wakefield Disadvantaged Programme, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. Leaders believe this was 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 therefore integrated both our Academy Improvement Plan and our previous pupil premium plan into one three-year strategy which focuses on overcoming challenges faced by disadvantaged learners, for the benefit of all. The format is an adapted logic plan, with simplified terminology, accessible and understood by all stakeholders.

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

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

We are continuing to triangulate evidence from multiple sources of data including assessments, class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in schools similar to ours and 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. Leaders are passionate about reintegrating the school community back into school life following the recent years of disruption.