

# Pupil Premium Strategy Statement Temple Normanton Junior Academy

## 2023 - 2024

This statement details our academy's use of pupil premium and recovery premium for the 2023 to 2024 academic year, 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.

### Academy Overview

Detail	Data
Academy name	Temple Normanton Junior Academy
Number of pupils in school	93 + 7 FS1
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22; 2022-23; <b>2023-24</b> <b>Current Year 2023-2024</b>
Date this statement was published	December 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Rebecca Scutt
Pupil premium lead	Leica Carter
Governor / Trustee lead	Hanna Colin

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£58,200
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£64,000</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

### Challenges

This statement details our academy'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.

Challenge number	Detail of challenge
1	Memory & retention - especially in relation to learning Mathematics and spellings. Weak language skills are a barrier for many disadvantaged pupils and they require many opportunities for overlearning and frequent practise of previously taught mathematical concepts and spelling rules.
2	Attendance – academy attendance is below the national for disadvantaged pupils. 30% of PA are disadvantaged pupils.
3	SEND – 67% of pupils on the SEND register are disadvantaged. Communication and Interaction is a significant barrier to learning for children identified with SEND. <i>There has been an increase SEMH need.</i>
4	Early Reading - the acquisition of phonics is a challenge for some of the disadvantaged pupils. Disadvantaged pupils need the opportunity to read to an adult in school on a daily basis.
5	Delays in reading fluency and limited understanding and use of vocabulary means many disadvantaged pupils struggle to develop their understanding of written texts in KS2.
6	Vocabulary – Many pupils have a limited understanding and use of vocabulary. This becomes a significant barrier as pupils progress into KS2. This impacts on attainment across all curriculum areas.
7	Writing – Due to handwriting and spelling difficulties, many pupils do not have the required automaticity of skills to allow them to focus on the structure and content of their writing. Limited vocabulary and sentence structure also impacts on the standard of writing.
8	Extra-curricular activities – many disadvantaged pupils do not have interests or hobbies they enjoy, or can talk about. Many families are not able to afford the cost of club fees and travel costs.
9	Parental support – many disadvantaged pupils do not receive support for learning at home.

## 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
<p>Pupils able to recall and apply learning of Mathematical concepts.</p> <p>Pupils effectively use strategies to help them remember information and taught concepts.</p>	<ul style="list-style-type: none"> <li>• Outcomes in Mathematics are in line with 2019 national average in EYFS, KS1 &amp; KS2 by July 2024.</li> <li>• All cohorts achieve 75% of pupils working at ARE in Mathematics by July 2024.</li> <li>• Metacognitive strategies consistently in place throughout all teaching of Mathematics as evidenced through monitoring, evaluation and review.</li> </ul>
<p>Academy attendance significantly improves and persistent absence reduces.</p>	<ul style="list-style-type: none"> <li>• Whole academy attendance is &gt;96.6% by July 2024.</li> <li>• Attendance for disadvantaged pupils is in line with the attendance of all pupils.</li> <li>• Persistent absence is &lt;9% by July 2024.</li> </ul>
<p>Pupils read fluently by the end of KS1, demonstrating a good comprehension of what they have read.</p>	<ul style="list-style-type: none"> <li>• By July 2024, 100% of pupils can decode fluently by the end of Y1.</li> <li>• By July 2024, pupils' attainment at the end of KS1 is at least in line with national average.</li> </ul>
<p>Pupils in KS2 read with automaticity and demonstrate good language comprehension.</p>	<ul style="list-style-type: none"> <li>• By July 2024, pupils' attainment at the end of KS2 is at least in line with national average.</li> </ul>
<p>Pupils will be able to write with automaticity.</p>	<ul style="list-style-type: none"> <li>• By July 2024, all pupils enter KS2 being able to apply phonics to spelling.</li> <li>• By July 2024, all pupils enter KS2 being able to focus on writing structure and content with automaticity of basic skills in handwriting, spelling and sentence structure.</li> </ul>
<p>Pupils are able to demonstrate a varied vocabulary and sentence structure.</p>	<ul style="list-style-type: none"> <li>• By July 2024, all pupils are able to use subject-specific language when recalling their learning.</li> <li>• By the end of KS1 in July 2024, all pupils will be able to speak fluently in sentences with increasing complexity.</li> <li>• By the end of KS2 in July 2024, pupils' written work and dialogue will demonstrate automaticity of varied word choices and sentence structure, and use of subject-specific language.</li> </ul>
<p>All pupils are able to access extra-curricular provision.</p>	<ul style="list-style-type: none"> <li>• By July 22, the academy offers a range of extra-curricular activities to all pupils from FS2-Y6.</li> <li>• By July 2024, all pupils are able to discuss a hobby/interest they have beyond academic subjects.</li> </ul>

## 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:** £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Release time for Early Reading Leader to monitor phonics provision.</p> <p><i>Daily monitoring of Phonics.</i></p> <p><i>Weekly top up training</i></p> <p><i>Release time for assessment analysis, regrouping and intervention planning.</i></p>	<p><b>EEF Improving Literacy in KS1 Recommendations 3 &amp; 8</b></p> <ul style="list-style-type: none"> <li>• Robust training programme/ monitoring /evaluation of phonics teaching.</li> <li>• Continue to embed consistent approach to the teaching of phonics through the ACET Phonics Programme.</li> <li>• Staff training to secure consistency in approach to delivery highly structured interventions.</li> </ul>	4
<p>Release time for SENDCO to engage in CPD monitor provision for pupils with SEND.</p> <p><i>Development of additional SENDCO.</i></p>	<p><b>EEF Improving Literacy in KS1 Recommendations 7 &amp; 8</b></p> <p><b>Special Educational Needs in Mainstream Schools</b></p> <p><b>Recommendations 1,2,3,4</b></p> <ul style="list-style-type: none"> <li>• In class support to model to staff strategies to use to meet the needs of pupils with SEND – securing Quality First teaching.</li> <li>• Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact.</li> </ul>	3
<p>Purchase of additional reading resources.</p> <p><i>Additional Phase 2 to Phase 5 books to supplement reading scheme.</i></p>	<p><b>EEF Improving Literacy in KS1 Recommendations 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>• Successful implementation of a systematic phonics programme. Additional books/resources purchased to match the ACET Phonics Programme.</li> <li>• Promotion of reading for pleasure through additional library resources.</li> <li>• Books purchased to support reading across the curriculum.</li> </ul>	4
<p>Purchase of additional maths resources to support developing understanding and mastery of mathematical concepts.</p>	<p><b>Improving Maths in Key Stage 1 Recommendation 3</b></p> <p><b>Improving Maths in Key Stage 2 Recommendation 2</b></p>	

	<ul style="list-style-type: none"> <li>Deliver CPD in use of manipulatives as a temporary support to secure understanding</li> </ul>	
<p>Release time for English lead to monitor the teaching of reading and writing and provide CPD/support to ensure pupils access teaching which is at least good across the academy</p> <p><i>Weekly monitoring of English and Key Reading Skills.</i></p> <p><i>Weekly top up training.</i></p> <p><i>Model/team teach.</i></p>	<p><b>Improving Literacy in Key Stage 2 Recommendation 2 &amp; 3</b></p> <p><b>Improving Literacy in Key Stage 1 Recommendation 2 &amp; 4</b></p> <ul style="list-style-type: none"> <li>Monitoring/Evaluation of teaching of reading/Writing in KS1/KS2.</li> <li>CPD/training including in class support to secure consistency in delivering KS1/KS2 reading intervention.</li> </ul>	5
<p>Release time for Maths lead to monitor the teaching of mental maths and provide CPD/support to ensure pupils access teaching which is at least good across the academy and secure strong mental maths skills.</p> <p><i>Release time for Maths Lead to engage in Mastery working group</i></p>	<p><b>Improving Maths in Key Stage 1 Recommendation 1-4</b></p> <p><b>Improving Maths in Key Stage 2 Recommendation 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>Monitoring/Evaluation of teaching of maths in KS2.</li> <li>CPD/training including in class support to secure consistency in delivering KS2 maths intervention.</li> </ul>	1

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

**Budgeted cost:** £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional targeted support to develop literacy skills.</p> <p><i>Additional targeted teaching for Y6 pupils for English from HLTA.</i></p> <p><i>NGRT adaptive reading assessments for all KS2 to inform targeted teaching and support.</i></p>	<p><b>EEF Improving Literacy in KS1 Recommendation 8</b></p> <p><b>EEF Improving Literacy in KS2 Recommendation 6&amp;7</b></p> <ul style="list-style-type: none"> <li>Use diagnostic assessments to inform targeted teaching and support</li> <li>Use high quality structured interventions to support pupils who are struggling with their literacy.</li> </ul>	1 & 6
<p>Additional targeted support to develop maths skills with a</p>	<p><b>EEF Improving Mathematics in KS2 Recommendation 7</b></p>	1 & 6

<p>focus on efficient methods.</p> <p><i>Additional targeted teaching for Y6 pupils for Maths from HLTA.</i></p>	<ul style="list-style-type: none"> <li>• Use diagnostic assessments to inform targeted teaching and support</li> <li>• Use high quality structured interventions to support pupils who are struggling with their maths.</li> <li>• National Tutoring Programme</li> </ul>	
<p>Structured interventions to support catch-up and targeted support for individual pupils.</p> <p><i>Developing reading fluency training and intervention.</i></p> <p><i>Daily Phonics catch up teaching and intervention.</i></p>	<p><b>EEF Making Best Use of Teaching Assistants Recommendations 5 &amp; 6</b></p> <p><b>EEF Special Educational Needs in Mainstream Schools Recommendations 2, 4 &amp; 5</b></p> <ul style="list-style-type: none"> <li>• supporting training and delivery of intervention support.</li> <li>• Clear entry and exit points assessed to evaluate effectiveness and impact.</li> <li>•</li> </ul>	3
<p>TAs help pupils to develop independent learning skills.</p> <p><i>Training and ongoing support for all new TA members of staff.</i></p>	<p><b>EEF Making Best Use of Teaching Assistants Recommendation 3</b></p> <ul style="list-style-type: none"> <li>• In class support and training for TAs to ensure they are supporting teachers to secure quality first teaching and provision in the classroom.</li> </ul>	3
<p>Continue to develop knowledge of metacognitive approaches and apply these appropriately.</p>	<p><b>EEF Metacognition and self-regulated learning Recommendation 7</b></p> <ul style="list-style-type: none"> <li>• CPD to develop teacher/TA knowledge and understanding</li> <li>• Time and support to ensure approaches are embedded consistently</li> <li>• Release time for monitoring consistency of metacognitive approaches</li> </ul>	1

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

**Budgeted cost:** £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - Weekly EWO Support	<ul style="list-style-type: none"> <li>• EWO home visits support parents/carers to get their child to school.</li> <li>• Derbyshire procedures fully embedded in order to be compliant with LA protocols.</li> </ul>	2

<i>Release time for Mental Health Lead to support SEMH Intervention</i>	<b>EEF Making Best Use of Teaching Assistants Recommendations 5 &amp; 6</b>	3
Wider opportunities music tuition	<ul style="list-style-type: none"> <li>All KS2 pupils have the opportunity to learn to play a musical instrument developing interests within and beyond the curriculum</li> </ul>	7
Parental engagement <i>3 X workshop sessions for Reception &amp; Y1 over the year</i> <i>2 X Times Tables sessions over the year</i> <i>2 X Spelling sessions</i> <i>Use of website to share information and support parents</i>	<b>Working With Parents to Support Children's Learning</b> <b>EEF Recommendation 2 &amp; 3</b> <ul style="list-style-type: none"> <li>Workshops to encourage and support parents in supporting learning at home.</li> <li>Communication with parents improves engagement in home learning.</li> </ul>	8
Visits/visitors/enrichment days	<ul style="list-style-type: none"> <li>Pupils access enriching experiences and opportunities which extend beyond the national curriculum.</li> </ul>	7
Subsidy for after school club provision	<ul style="list-style-type: none"> <li>Pupils are able to access a range of clubs that develop interests beyond the curriculum</li> </ul>	7
	<ul style="list-style-type: none"> <li></li> </ul>	

**Total budgeted cost: £64,000**

## 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 2021 to 2022 academic year.

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### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider

### Service pupil premium funding (optional)

**N/A**

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	