Pupil Premium Strategy Statement
Temple Normanton Junior Academy

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.

Academy Overview

Detail	Data
Academy name	Temple Normanton Junior Academy
Number of pupils in school	100 + 9 FS1
Proportion (%) of pupil premium eligible pupils	40%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021-22; 2022-23; 2023-24
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Rebecca Scutt
Pupil premium lead	Leica Carter
Governor / Trustee lead	Katy Wright

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£53,800
Recovery premium funding allocation this academic year	£5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	**£59,500**

Part A: Pupil Premium Strategy Plan

Statement of Intent

Challenges

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

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.
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
Pupils able to recall and apply learning of Mathematical concepts. Pupils effectively use strategies to help them remember information and taught concepts.	• Outcomes in Mathematics are in line with 2019 national average in EYFS, KS1 & KS2 by July 2024. • All cohorts achieve 75% of pupils working at ARE in Mathematics by July 2024. • Metacognitive strategies consistently in place throughout all teaching of Mathematics as evidenced through monitoring, evaluation and review.
Academy attendance significantly improves and persistent absence reduces.	• Whole academy attendance is >96.6% by July 2024. • Attendance for disadvantaged pupils is in line with the attendance of all pupils. • Persistent absence is <9% by July 2024.
Pupils read fluently by the end of KS1, demonstrating a good comprehension of what they have read.	• By July 2024, 100% of pupils can decode fluently by the end of Y1. • By July 2024, pupils' attainment at the end of KS1 is at least in line with national average.
Pupils in KS2 read with automaticity and demonstrate good language comprehension.	• By July 2024, pupils' attainment at the end of KS2 is at least in line with national average.
Pupils will be able to write with automaticity.	• By July 2024, all pupils enter KS2 being able to apply phonics to spelling. • 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.
Pupils are able to demonstrate a varied vocabulary and sentence structure.	• By July 2024, all pupils are able to use subject-specific language when recalling their learning. • By the end of KS1 in July 2024, all pupils will be able to speak fluently in sentences with increasing complexity. • 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.
All pupils are able to access extra-curricular provision.	• By July 22, the academy offers a range of extra-curricular activities to all pupils from FS2-Y6. • By July 2024, all pupils are able to discuss a hobby/interest they have beyond academic subjects.

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: £ 25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Early Reading Leader to monitor phonics provision.	**EEF Improving Literacy in KS1 Recommendations 3 & 8** • Robust training programme/ monitoring /evaluation of phonics teaching. • Continue to embed consistent approach to the teaching of phonics through the ACET Phonics Programme. • Staff training to secure consistency in approach to delivery highly structured interventions.	4
Release time for SENDCo/English Lead to monitor provision for pupils with SEND.	**EEF Improving Literacy in KS1 Recommendations 7 & 8** • In class support to model to staff strategies to use to meet the needs of pupils with SEND – securing Quality First teaching. • Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact.	3
Purchase of additional reading resources.	**EEF Improving Literacy in KS1 Recommendations 3 & 4** • Successful implementation of a systematic phonics programme. Additional books/resources purchased to match the ACET Phonics Programme. • Promotion of reading for pleasure through additional library resources. • Books purchased to support reading across the curriculum. • Newspaper subscription	4
Release time for English lead to monitor the teaching of reading and provide	**Improving Literacy in Key Stage 2 Recommendation 2 & 3** • Monitoring/Evaluation of teaching of reading in KS2.	5

| CPD/support to ensure pupils access teaching which is at least good across the academy | • CPD/training including in class support to secure consistency in delivering KS2 reading intervention. | |

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

Budgeted cost: £ 22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional targeted support to develop literacy skills	**EEF Improving Literacy in KS1 Recommendation 8** **EEF Improving Literacy in KS2 Recommendation 6&7** • Use diagnostic assessments to inform targeted teaching and support • Use high quality structured interventions to support pupils who are struggling with their literacy.	1 & 6
Additional targeted support to develop maths skills	**EEF Improving Mathematics in KS2 Recommendation 7** • Use high quality structured interventions to support pupils who are struggling with their maths.	1 & 6
Structured interventions to support catch-up and targeted support for individual pupils.	**EEF Making Best Use of Teaching Assistants Recommendations 5 & 6** **EEF Special Educational Needs in Mainstream Schools Recommendations 2, 4 & 5** • supporting training and delivery of intervention support. • Clear entry and exit points assessed to evaluate effectiveness and impact. •	3
TAs help pupils to develop independent learning skills.	**EEF Making Best Use of Teaching Assistants Recommendation 3** • In class support and training for TAs to ensure they are supporting teachers to secure quality first teaching and provision in the classroom.	3
Teachers and TAs to develop knowledge of metacognitive approaches and apply these appropriately.	**EEF Metacognition and self-regulated learning Recommendation 7** • CPD to develop teacher/TA knowledge and understanding • Time and support to ensure approaches are embedded consistently	1

	• Release time for monitoring consistency of metacognitive approaches	

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

Budgeted cost: £ 12,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance - Weekly EWO Support	• EWO home visits support parents/carers to get their child to school. • Derbyshire procedures fully embedded in order to be compliant with LA protocols. •	2
Wider opportunities music tuition	• All KS2 pupils have the opportunity to learn to play a musical instrument developing interests within and beyond the curriculum	7
Parental engagement	**Working With Parents to Support Children's Learning** **EEF Recommendation 2 & 3** • Workshops to encourage and support parents in supporting learning at home. • Communication with parents improves engagement in home learning.	8
Visits/visitors/enrichment days	• Pupils access enriching experiences and opportunities which extend beyond the national curriculum.	7
After school club provision	• Pupils are able to access a range of clubs that develop interests beyond the curriculum	7

Total budgeted cost: £ 59,500

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.

Teaching Priorities – Phonics - All staff received training in delivering the ACET phonics programme ensuring a consistent approach to teaching phonics across the academy. Outcomes of the PSC carried out in the autumn term show evidence of high quality and consistent phonics teaching and intervention with 100% of pupils passing the check. Still need continued focus on developing fluency and language comprehension in KS2.

CPD provided by Lead Learner for Maths. Rigorous monitoring of maths with CPD and support bespoke to need. More than expected progress made in maths across the year. A continued focus needed for retaining and recalling and articulating mental maths strategies over time.

Attendance - 2020-2021 Attendance improved for PP and was 95.4% but this remains below expectations of 96.6% Non PP attendance for the same period was 97%. This needs continued focus in the next academic year.

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?	