

Pupil premium strategy statement

TEMPLE NORMANTON JUNIOR ACADEMY

Metric	Data
School name	Temple Normanton Junior Academy
Pupils in school	101
Proportion of disadvantaged pupils	34%
Pupil premium allocation this academic year	£42,368
Academic year or years covered by statement	2020-2021
Publish date	November 2020
Review date	November 2021
Statement authorised by	Leica Carter
Pupil premium lead	Leica Carter
Governor lead	Katy Wright

Disadvantaged pupil progress scores for last academic year (2018/2019)

(2018-19 academic year progress scores - no SATs scores in 2019-20 due to Covid-19)

Measure	Score
Reading	-1.0 (Below average)
Writing	+1.5 (Above average)
Maths	+1.2 (Above average)

Strategy aims for disadvantaged pupils

(2018-19 academic year attainment data - no SATs scores in 2019-20 due to Covid-19)

Measure	Score
Meeting expected standard at KS2	29% 2/7 (2018/2019)
Achieving high standard at KS2	14% 1/7 (2018/2019)
Measure	Activity
Priority 1 To ensure strong progress and outcomes in Phonics and Reading for all key stages.	Ensure all staff have received training in delivering the ACET Phonics programme effectively to ensure a consistent approach across the academy. Ensure training for all staff in teaching reading across the key stages. Ensure staff trained to deliver phonics catch-up intervention across KS1 and KS2.

	<p>Ensure pupils with SEND have SMART targets linked to Phonics where appropriate.</p> <p>Purchase phonics and spelling resources to support learning at home.</p>
<p>Priority 2</p> <p>To ensure strong progress and attainment in Maths for all key stages.</p>	<p>Ensure all staff across all the key stages have received training supporting the development of fluency, variation and mathematical thinking in line with ACET LTP.</p> <p>Ensure all staff recognise age related expectations for the year group in which they teach.</p> <p>Ensure staff receive training in planning and delivering high quality maths interventions across the key stages.</p>
<p>Barriers to learning these priorities address</p>	<p>Reading fluency and pace.</p> <p>Blending/decoding skills.</p> <p>Lack of opportunities to read at home.</p> <p>Accuracy and fluency in Maths.</p> <p>Reasoning and problem solving</p> <p>Impoverished language</p> <p>Comprehension skills</p>
<p>Projected spending</p>	<p>£15,000</p>

Teaching priorities for current academic year

Aim	Target	Target date
Improve progress in Reading	Achieve at least national average progress scores in KS2 Reading	September 2021
Improve progress in Writing(2018/2019)	Achieve at least national average progress scores in KS2 Writing	September 2021
Improve progress in Mathematics	Achieve at least national average progress scores in KS2 Maths	September 2021
Ensure all pupils can decode and blend fluently	100% of the pupils pass the Y1 PSC Average score of 38	September 2021
Improve attendance of disadvantaged pupil.	Improve attendance of disadvantaged pupils to 97% Disadvantaged pupils who are PA is less than national average.(Below 9%)	September 2021

Remember to focus support on disadvantaged pupils reaching the expected standard in phonics check at end of year 1.

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 Ensure a consistent approach to the teaching of systematic, synthetic phonics</p>	<p>Implement ACET Phonics programme from September 2020. Opportunities to observe best practice/team teach alongside phonics experts. Phonics monitoring carried out by the Phonics Lead and Lead Learner for English. End of phases assessments overseen by the phonics lead. Continued development of NQT and RQT in phonics teaching.</p>
<p>Priority 2 Ensure high quality intensive intervention is in place for language and communication, reading and phonics to allow all pupils to catch up and keep up.</p>	<p>Staff training in the delivery of high quality Language and Communication programmes, including Talk boost and NELI Programme. Language and communication programmes are in place for identified pupils. Phonics catch-up interventions are in place which follow the ACET Phonics programme High quality catch-up intervention is in place for developing reading comprehension skills. Regular monitoring carried out by the Lead Learner for English.</p>
<p>Priority 3 Ensure high quality intervention is in place for maths to allow all pupils to catch up and keep up.</p>	<p>Training for all staff in planning and delivering high quality maths intervention. Small group maths tuition Times tables intervention Appointment of Lead Learner for Maths</p>
<p>Barriers to learning these priorities address</p>	<p>Speech and Language Needs Decoding skills/reading fluency Comprehension skills Impoverished Language Lack of opportunities for consolidating learning at home. Fluency and accuracy Reasoning and problem solving skills</p>
<p>Projected spending</p>	<p>£16,000</p>

Wider strategies for current academic year

Measure	Activity
Improved attendance and punctuality	Breakfast club in place from October 2020. EWO support as required for persistent absence families/ families causing concern with punctuality. Attendance rewards and incentives for classes and individual pupils.
Promoting reading for pleasure both within the academy and at home.	Weekly library sessions to promote reading for pleasure. Planned library refurbishment to create a more attractive space for pupils to enjoy reading. Weekly Reading assemblies to promote a love of reading Reading rewards and competitions Subscription for First News
Barriers to learning these priorities address	School attendance of the disadvantaged Access to books and other reading material at home
Projected spending	£12,000

Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	Implementation of a strategic CPD programme for teachers and support staff.	INSET days Staff meetings Cover lessons to allow for observation and team teaching opportunities
Targeted support	Timetabling and staffing of intervention groups	TA support used to deliver small group tuition/intervention for Language and Communication, Phonics, Reading and Maths
Wider strategies	Engaging families facing most challenges	Regular communication with families. Working closely with services e.g. Early Help/EWO Ensuring all pupils return library books in order that they can enjoy further books at home.

Review: last year's aims and outcomes

In line with government guidance, the academy closed on Friday March 20th 2020. As a result of school closures and the removal of statutory assessments, it is not possible to evaluate the impact of pupil premium for the whole of 2020/2021. From the point of school closures, pupils were supported in the following ways:

- Weekly topic-based home-learning packs that covered the whole curriculum.
- Delivery of paper copy home-learning packs to all families who requested.
- Free school meal vouchers
- Welfare calls home by a range of staff
- Vulnerable pupils in attendance throughout the lockdown period.
- Online videos outlining learning posted by class teachers.
- School equipment provided for families in need, e.g. stationery, books, paper
- Access to online phonics teaching for pupils in EYFS and KS1.
- All pupils in FS2, Year 1 and Year 6, welcomed back into the academy from June.
- Open morning for new pupils and families in EYFS in August.

Aim	Outcome
Progress in Reading	New reading scheme was purchased and in place in January 2020. All pupils have reading books which are aligned to their phonics ability ensuring pupils access books which are 100% decodable. This is positively impacting on reading development. This aim will remain a priority for 2020/2021 with intensive reading and phonics interventions in place to address the impact of COVID19 school closures on pupils' learning.
Progress in Phonics	Though Phonics screening checks did not take place in June, 91% pupils were on track to meet the standard, exceeding national outcomes. ACET Phonics resources were purchased and in place to support phonics teaching and learning. School closures impacted on staff training and the implementation of the ACET Phonics strategy. This aim will remain a priority for 2020/2021 with intensive phonics interventions in place to address the impact of COVID19 school closures on pupils' learning.
Progress in Maths	The Maths Lead worked with AIT and leads from across the trust to develop long term planning for maths. The ACET LTP was implemented in September 2020. Improving progress in Maths will remain a priority for 2020/2021 with

	intensive interventions in place to address the impact of COVID19 school closures on pupils' learning.
Attendance of all pupils to be closer to National average with all pupils arriving on time.	Attendance for disadvantaged pupils at 20.3.20 was 95.1% below national average. Persistent absence/persistent lateness has reduced from the previous year but remains a focus. PA/PL is tracked and action plans are in place for families as appropriate.