

Pupil Premium Strategy Statement

Thurcroft 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	Thurcroft Junior Academy
Number of pupils in school	254 + 15 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	Ruth Stone
Governor / Trustee lead	Helen Rogers

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,675
Recovery premium funding allocation this academic year	£16,675
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£171,350

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 English. Weak language skills are a barrier for many disadvantaged pupils and they require many opportunities for overlearning and frequent practise of previously taught concepts.
2	SEND – in 2021-22, 23% of the academy population (58 pupils) are identified as SEND on the register. 43% of these pupils (25 pupils), are disadvantaged. Specific learning difficulty and Social Emotional Mental Health are significant barriers to learning for the children in KS2 with Speech, Language and Communication Needs being the barrier for our youngest children in FS1.
3	Early Reading and Reading Fluency - due to early speech and language difficulties, 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. Delays in the acquisition of language and ability to decode fluently, means many disadvantaged pupils struggle to develop their understanding of written texts.
4	Vocabulary – due to early speech and language difficulties, many pupils have a limited vocabulary. This becomes a significant barrier as pupil's progress into KS2. This impacts on attainment across all curriculum areas.
5	Writing – difficulties in spelling and limited vocabulary mean that many pupils do not have the required automaticity of skills to allow them to focus on the structure and content of their writing.
6	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.

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 have accurate rapid recall of multiplication tables.</p> <p>Pupils effectively use strategies to help them remember information and taught concepts.</p>	<ul style="list-style-type: none"> • Outcomes in Mathematics are in line with 2019 national average in KS2 by July 2024. • All cohorts achieve 75% of pupils working at ARE in Mathematics by July 2024. • All Y4 pupils pass the multiplication check. • Metacognitive strategies consistently in place throughout all teaching of Mathematics as evidenced through monitoring, evaluation and review.
<p>Pupils with SEND have access to carefully selected small-group and one-to-one interventions which complement quality first teaching.</p>	<ul style="list-style-type: none"> • Pupils with SEND make good progress in Maths and English from their given starting points in line with Non-SEND pupils by July 2024. • Pupils with SEND are able to access quality first teaching and have access to high quality targeted interventions.
<p>Pupils will read fluently, developing the stamina to read longer texts whilst demonstrating a good comprehension of what they have read.</p>	<ul style="list-style-type: none"> • By July 2023, 100% of pupils can decode fluently by the end of Y3. • All cohorts achieve 75% of pupils working at ARE in reading by July 2024. • By July 2024, pupils' attainment at the end of KS2 is at least in line with national average.
<p>Pupils will be able to write and spell with automaticity.</p>	<ul style="list-style-type: none"> • By July 2024, all pupils able to apply phonics and taught spelling rules to spelling. • By July 2024, all pupils are able to focus on writing structure and content with automaticity in handwriting, spelling and sentence structure. • All cohorts achieve 75% of pupils working at ARE in Writing and SPAG by July 2024. • By July 2024, pupils' attainment at the end of KS2 is at least in line with national average.
<p>Pupils are able to demonstrate a varied vocabulary.</p>	<ul style="list-style-type: none"> • By July 2024, all pupils are able to use subject-specific language when recalling their learning. • By the end of KS2 in July 2024, pupils' written work and dialogue will demonstrate automaticity of varied word choices and use of subject-specific language.
<p>All pupils are able to access extra-curricular provision.</p>	<ul style="list-style-type: none"> • By July 2022, the academy offers a range of extra-curricular activities to all pupils from Y3-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: £ 120,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Reading Lead to monitor phonics and reading provision.	EEF Improving Literacy in KS2 Recommendations 2 & 3 <ul style="list-style-type: none"> Robust training programme/ monitoring /evaluation of phonics and reading teaching. Continue to embed consistent approach to the teaching of phonics through the ACET Phonics Programme. Staff training to secure consistency in approach to of delivery highly structured interventions. 	3 £15,000 £5,000
Release time for Maths Lead to monitor Maths provision.	EEF Improving Mathematics in KS2 & KS3 Recommendations 5,6 & 7 <ul style="list-style-type: none"> Robust training programme/ monitoring /evaluation of Maths teaching. Continue to embed consistent approach to the teaching of times tables and mental maths Staff training to secure consistency in approach to delivery of highly structured interventions. 	1 £15,000 £5,000
Release time for SENDCo to monitor provision for pupils with SEND.	EEF Improving Literacy in KS2 Recommendations 6 & 7 <ul style="list-style-type: none"> 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. 	2 £25,000
Purchase of additional reading resources.	EEF Improving Literacy in KS2 Recommendations 2 & 3 <ul style="list-style-type: none"> 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 and class resources. 	4 £15,000

	<ul style="list-style-type: none"> • Purchase of additional reading resources to develop reading comprehension in KS2. • Books purchased to support reading across the curriculum. 	
Additional support staff appointed to deliver in-class support and structured interventions.	EEF Improving Mathematics in KS2 & KS3 Recommendations 5,6 &7 EEF Improving Literacy in KS2 Recommendation 7 <ul style="list-style-type: none"> • Successful development of pupils' independence and motivation. • Embed use of tasks and resources to challenge and support pupils' mathematics • A significant number of pupils require additional targeted support to develop literacy and Mathematical skills. • Small group intervention support in place which is regularly reviewed. 	1,3,4 & 5 £40,000

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured interventions to support catch-up and targeted support for individual pupils.	EEF Making Best Use of Teaching Assistants Recommendations 5 & 6 <ul style="list-style-type: none"> • Inclusion Manager supporting training and delivery of intervention support. • Clear entry and exit points assessed to evaluate effectiveness and impact. 	1,3,4 & 5 £25,000
TAs help pupils to develop independent learning skills.	EEF Making Best Use of Teaching Assistants Recommendation 3 <ul style="list-style-type: none"> • In class support and training for TAs to ensure they are supporting teachers to secure quality first teaching and provision in the classroom. 	1,3,4 & 5 £5,000

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

Budgeted cost: £ 22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead to support SEMH interventions. Time for Inclusion Manager to complete ELSA training and implement programme in School.	EEF Improving Social and Emotional Learning in Primary Schools Recommendations 3,5 & 6 <ul style="list-style-type: none"> • Improved learner resilience and pupil well-being for disadvantaged pupils. • All staff basic knowledge of how to support pupil's SEMH • Specialist support available in school at all times • Mental Health Lead practitioner identified in order to promote wellbeing of pupils and staff. 	2,3,4 &5 £20,000 £2,000

Total budgeted cost: £172,000

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 2020 to 2021 academic year.

Priority 1 - Continue to improve reading fluency, reader resilience and development of inference and deduction skills. Due to National Lockdown and cancellation of SATs, it is not possible to fully evaluate the impact/outcome of this objective. However teaching assessment indicates that end of KS2 outcomes in Reading were broadly in line with National Outcomes in 2019. Evidence shows that disadvantaged pupils have been affected more significantly by the second National lockdown and COVID-related absence from school.

Priority 2

Strategic approach to staff CPD to ensure staff subject knowledge is a strength in teaching and implementation of a skills led progressive curriculum – New curriculum approach embedded and all staff up-skilled, NQT & RQT effectively mentored throughout the academic year and will continue to be supported by more experienced colleagues.

Wider strategies for current academic year

Priority 1

To ensure all pupils have access to a healthy breakfast. All pupils were able to access breakfast either via Breakfast Club or upon arrival whilst the academy was open and families were offered a healthy breakfast grab bag during school closures January to March 2021.

Priority 2

To ensure all pupils are able to afford the academy uniform. Uniform is heavily subsidised in order to ensure it is affordable for all families. Disadvantaged families are further supported through the loaning of uniform items where required and the purchase of appropriate footwear.

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?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.