



## Skegby Junior Academy

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

### School overview

Detail	Data
School name	Skegby Junior Academy
Number of pupils in school	157
Proportion (%) of pupil premium eligible pupils	51.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022 - 2023
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	P Marples
Pupil premium lead	P Marples
Governor / Trustee lead	A Clarke

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£120,496.00
Recovery premium funding allocation this academic year	£12,615.00
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	£133,111.00

# Part A: Pupil premium strategy plan

## Statement of intent

At Skegby Junior Academy we aim to close the gap between the achievements of disadvantaged children and non-disadvantaged children.

We will deliver a broad and balanced curriculum, with a wide variety of enhancements and first hand experiences. We will provide targeted support, through one to one and small group work, to fill gaps in learning.

We will create an environment which supports our children's well-being and mental health.

## Challenges

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

Challenge number	Detail of challenge
1	Oral language skills in year 3 are low. Not all children have reached the required standard in phonics at KS1 and this slows reading progress in subsequent years.
2	Richness of language is often limited due to lack of first hand experiences. This results in reading and writing comprehension at a higher order being challenging.
3	Poor comprehension skills / reasoning impact on mathematical understanding and attainment.
4	Pupils dietary, health and social + emotional welfare needs are not always met.
5	Attendance data indicates that attendance has decreased and PA has increased.

## 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
1	<ul style="list-style-type: none"><li>Improve oral language skills for pupils eligible for PP in Year 3.</li><li>Phonological awareness improves Reading / Writing attainment and progress in Year 3.</li><li>Attainment in RW across all KS2 improves. Progress across the KS is good or better than good.</li></ul>	<ul style="list-style-type: none"><li>Pupils eligible for PP in Year 3 make rapid progress by the end of the year so that all pupils eligible for PP make expected or better progress.</li><li>All Year 3 children eligible for PP will meet the required standard for phonics. All Year 3 children eligible for PP will make expected or better progress in reading and writing.</li></ul>

		<ul style="list-style-type: none"> <li>• % of pupils achieving ARS increases. Pupil make expected or better than expected progress</li> </ul>
2	Pupils develop a wide vocabulary and language skills which are reflected in their RW	End of Year KS results for reading /writing in KS2 improve. Internal tracking data for RW shows good or better than good progress.
3	Improved comprehension skills and reasoning in maths.	End of Year KS results for maths in KS2 improve. Internal tracking data for M shows good or better than good progress.
4	Pupils' health, dietary and social+ emotional needs are addressed.	Families access provision offered through school to support their needs.(school nurse/ Inclusion and Family Support worker / Attendance + Behaviour mentor/ EWO etc). Pupils are more emotionally prepared for learning- progress is made and needs met
5	Pupils attendance improves to maximise progress and attainment	Improvement in attendance overall. Pupils will be closely monitored, with the aim of attending in line with National expectations.

## 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: £61,621**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Provide learning areas for small group work and 1-1 work with TAs.</p>	<p>KS1 data shows over 40% of children are operating at KS1 or EYFS. The learning environment and curriculum needs changing/adapting to accommodate the needs of these pupils.</p> <p>EEF research shows that small group tuition can have a positive impact of +4 months.</p>	<p>1</p>
<p>Wide variety of enrichment opportunities and first hand experiences planned throughout the curriculum across all year groups.</p> <p>Subsidising the cost of school visits to widen the experiences and aspirations of all pupils.</p> <p>Weekly 90 mins session of Forest Schools providing children with the opportunity to learn key life skills and real life experiences to use in their writing.</p> <p>Wide range of play opportunities at lunch, role play, games etc.</p>	<p>Many pupils lack first hand experiences.</p> <p>Many pupils have not travelled beyond the locality or accessed cultural/sporting opportunities.</p> <p>Widen vocabulary and enhance reading and writing through understanding a range of different experiences and contexts</p> <p>EEF research shows that oral language interventions can have a positive impact of +6 months (whilst forest school is not an intervention it does develop vocab well). There is no EEF statistic for outdoors learning though social and emotional tuition can impact +4 months.</p> <p>Broaden and enriches pupils' experiences and vocabulary.</p> <p>Enrichment and Employability strand developed throughout KS2</p>	<p>2</p>
<p>Pupil progress meetings with teachers and SLT. Moderation meetings.</p>	<p>A significant number of children are below ARE, gaps in learning need to be identified and targeted support planned. Accurate assessment is vital.</p>	<p>1,2,3</p>

Staff CPD, including subject leader CPD.	A broad and balanced curriculum is needed, with planned enhancement opportunities. EEF research shows that arts participation can have a positive impact of +3 months.	1,2,3
Quality first teaching at all times, including PPA cover.	A significant number of children are below ARE, quality first teaching at all times is vital.	1,2,3
Pixl package	Pixl package enables teachers to test/assess, track progress, identify gaps and deliver interventions.	1,2,3
Bedrock Vocabulary	A significant number of children are below ARE in reading.	2
Times Table Rock Stars	A significant number of children are below ARE in maths and do not have the times table knowledge needed to make good progress	3

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

**Budgeted cost: £50,642**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA to carry out a range of phonic interventions across Y3.	Number of pupils in Y3 not passed phonics screen. Number of Y3 not secure in phase 6 phonics.  EEF research shows phonics support/intervention can have a positive impact of +5 months.	1
Teachers and TAs carry out intervention groups targeting reading and writing.  TAs support pupils with R W interventions in 1:1 and group work.	Significant number of pupils below ARS in reading and writing.  Internal tracking analysis shows number of pupils need to develop skills in writing.  Specific needs identified for number of pupils. EEF research shows that 1:1 tuition can have a positive impact of +5 months.	2

<p>Teachers and TAs carry out intervention groups targeting maths.</p> <p>TAs support pupils with maths interventions in 1:1 and group work.</p> <p>25% contribution to school led tutoring.</p> <p>Extra maths tutoring.</p>	<p>Significant number of pupils below ARS in maths, especially girls.</p> <p>Internal tracking analysis shows number of pupils need to develop language of reasoning and comprehension/ problem solving</p> <p>Specific needs identified for number of pupils.</p>	3
<p>Small group and 1-1 GPS intervention.</p>	<p>Assessments show writing data is lower than maths and reading and the main reason is GPS skills.</p>	2
<p>Daily 1:1 or small group sessions in reading /inference with TA in addition to existing sessions.</p> <p>Lunch time reading club with a TA.</p>	<p>Internal tracking data shows many pupils are below ARE in reading –opportunities for reading often lacking at home.</p> <p>EEF research shows that reading tuition can have a positive impact of +6 months.</p>	2
<p><i>Purple Pounds</i> A scheme to teach children about careers and money management.</p>	<p>Children lack first hand experience and have limited aspirations.</p>	2,3

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

**Budgeted cost: £39,181**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free milk for all PP pupils.	Dietary needs impacts on behaviour and concentration. This impacts on progress and attainment.	4
Subsidised breakfast club, providing a cooked breakfast.	Dietary needs impacts on behaviour and concentration. This impacts on progress and attainment.	4

Subsidised after school club.	Lack of reading and homework support at home.	4
Annual visit from the Life Education Bus. Annual visit from the Life Education Team to support PSHE and RSE.	Low confidence and poor social skills leading to children not able to interact appropriately with others.	4
<p>Reduced teaching timetable for the SENCO (2 days). Role to include the support of individual and groups of pupils, parents and families. Support given to access Early Help/School Nurse/ signposting to other agencies. Timetabled to provide targeted /counselling support for pupils.</p> <p>Provide 1-1 and small group therapy.</p>	<p>High % of pupils who need emotional and social support due to family circumstances and personal issues.</p> <p>Pupils are more emotionally prepared for learning- needs are met</p> <p>Behaviour and learning behaviour improves as well as attendance.</p> <p>EEF research shows that social and emotional tuition can have a positive impact of +4 months.</p>	4
<p>Reduced teaching timetable for the SENCO (2 days). Role to include the support of pupils with behaviour issues – individual pupils targeted and tracked for behaviour issues.</p> <p>Part of admin assistance's role is to track and monitor attendance and identify pupils/families for targeted support.</p> <p>Programme of attendance incentives and rewards.</p>	<p>Poor attendance impacts on attainment and progress. Pupils/ families supported with attendance issues – raise awareness and consistent approach to challenging absence.</p> <p>Poor behaviour impacts on attainment and progress. Pupils monitored and supported to modify behaviour in conjunction with families.</p> <p>EEF research shows that behaviour interventions can have a positive impact of +4 months.</p>	5

**Total budgeted cost: £151,444**

## 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.

Attendance 92.97%	
PA 19.2%	
<b>Year 6 End of Year Outcomes July 2022</b>	
Reading (cohort)	64%
Reading (disadvantaged)	58%
Writing (cohort)	58%
Writing (disadvantaged)	46%
Maths (cohort)	65%
Maths (disadvantaged)	58%
Combined (cohort)	44%
Combined (disadvantaged)	29%
GPS (cohort)	54%
GPS (disadvantaged)	48%
<b>Progress Measures</b>	
Reading	-0.4

Writing	1.0
Maths	-0.6

  

Average Scaled Score	
Reading	102
GPS	100
Maths	101

This cohort of children had a high proportion of disadvantaged children with complex special needs. This data shows our approach had a strong impact on our disadvantaged children.

## 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
Pixl	Pixl
TTRS	Maths Circle Limited
Bedrock Vocabulary	Bedrock
Life Education Box	Notts County Council

## Service pupil premium funding (optional)

*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?	TA support for maths.

What was the impact of that spending on service pupil premium eligible pupils?	Increase in outcomes and confidence in the subject.
Social and emotion 1-1 and small group interventions.	Increased ability to express emotions appropriately.