

Pupil Premium Strategy Statement Langwith Bassett Junior Academy

2022-2023

Year 2 of a 3 year plan

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

Academy Overview

Detail	Data
Academy name	Langwith Bassett
Number of pupils in school	111 + 8 FS0/1
Proportion (%) of pupil premium eligible pupils	35%
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 September 2023
Statement authorised by	
Pupil premium lead	Sarah Bacon
Governor / Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	2021/22 - £44,385 2022/23 - £55,400
Recovery premium funding allocation this academic year	2021/22 - £4,785 2022/23 - £5,800
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	2021/22 - £49,170

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	<p>Independence, memory and retention – particularly in mathematics. Pupils require opportunities for overlearning, frequent practice of previously taught concepts and strategies to support active learning.</p> <ul style="list-style-type: none">• Purchase of My Maths and Mental Maths Software• Grid method (modelled on overlearning methods) use to promote regular short burst of input and revision to support memory and retention
2	<p>Early reading skills – due to difficulties with early speech and language some of the disadvantaged pupils find the acquisition of early phonics a challenge. Disadvantaged pupils need the opportunity to read regularly to an adult in school (daily) This early delay in developing phonic understanding impacts pupils fluency, understanding and comprehension of written texts</p> <ul style="list-style-type: none">• Identification of lowest 20% of readers prioritised for daily reading.• Reading tracking and half termly phonic tracking
3	<p>Vocabulary – many pupils, particularly disadvantaged, have limited vocabulary due to early speech and language difficulties. This becomes a significant barrier as pupils progress into KS2 and impacts attainment across all curriculum areas</p> <ul style="list-style-type: none">• Vocabulary trees in all classrooms• Discrete vocabulary taught in preparation at the beginning of topics and recorded in science and RE Floor books• Changes to expectations around recording learning to ensure pupils are not disadvantaged by writing and to ensure focus is not taken away from subject concepts.• Cross curricular links to ensure opportunities to write purposefully in a range of text types are utilised ie writing about Florence Nightingale in English to support historical learning and non fiction writing composition
4	<p>Writing – difficulties with fine motor skills and core strength impact on pupil ability to form letters correctly and subsequently on presentation. This, coupled with difficulties in spelling and vocabulary impacts pupils ability to focus on developing the structure and content of their writing</p> <ul style="list-style-type: none">• Purchase of dyslexia friendly resources, shaped writing tools to support grip and presentation• Dyslexia course for member of TA team• Focus activities in KS1 to develop grip, presentation, strength and fine motor skills

5	<p>SEND In 2020-21 24% of academy pupils were identified with SEND and 58% of those were disadvantaged. Speech and language is a significant need amongst the youngest pupils. Memory and retention is a barrier for many disadvantaged SEND pupils. Quality First teaching coupled with focused intervention is used across the academy to meet pupil need.</p> <ul style="list-style-type: none"> • Regular strand as part of the monitoring program • Neli program completed for phase 1 • SALT professionals support staff in setting to provide appropriate programs and activities • Language of learning modelled and its use encouraged with all pupils to describe and consolidate their learning • Grid method (modelled on overlearning methods) use to promote regular short burst of input and revision to support memory and retention
6	<p>Extra-curricular activities. Many disadvantaged pupils do not have interests or hobbies that they readily discuss. Fees and related costs can be prohibitive to participation. Many pupils have little opportunity to explore different places cultures or experiences to widen their own, or to develop vocabulary or understanding of wider society. Costs for many disadvantaged pupils can also be a prohibitive factor in trips or visits.</p> <ul style="list-style-type: none"> • Academy subsidy for residential trip to Castleton for Y5/6 • Subsidised theatre trip for KS2 planned – Billionaire Boy. • Similar visit for KS1 intended when appropriate opportunity presents • Intending to take part in Play with the Halle – applications not yet open. • Skate and spectate – ice skating session followed by watching winter Olympic qualifying ice hockey match • Young samuris club starting in new year. Anticipated high uptake at this stage. Later subsidies to be investigated for those where costs are a factor in taking part/ continuing.
7	<p>Whilst academy attendance has been consistently above average in 2018-19,, 19-20 and 20-21, and there has not been a significant overall difference in the attendance of disadvantaged or non-disadvantaged pupils, the rate of persistent absence is higher amongst disadvantaged pupils.</p> <ul style="list-style-type: none"> • Weekly attendance trophy to promote amongst classes • Should my child be at school leaflet to be shared with parents in spring term. • Liaison with EWO working with families with persistent absence

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>All pupils including all disadvantaged will know more and remember more.</p> <p>Pupils will talk confidently about their learning, knowledge and skills over time and across the range of curriculum subjects.</p>	<ul style="list-style-type: none"> • 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.
<p>All pupils will leave year 1 with a secure phonic acquisition, meeting the standard of the phonic check</p> <p>Year 2 pupils will have attained a level of decoding and fluency enabling them to confidently access a range of written texts as they progress through KS2</p>	<ul style="list-style-type: none"> • By the end of July 2024, additional speech and language intervention ensures all pupils meet FS2 milestones relating to speech and communication. • 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. •
<p>All pupils will experience a planned taught range of vocabulary in line with each area of the curriculum, supporting their learning and acquisition of knowledge in each subject and enhancing their written work</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 KS1 in July 2024, all pupils will be able to speak fluently in sentences. • 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>Writing</p> <p>Progress and attainment data shows increase in achievement in writing through quality of content, structure, presentation, spelling and vocabulary.</p>	<ul style="list-style-type: none"> • By July 2024, all pupils demonstrate age/stage-appropriate pencil grip. • 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.
<p>SEND</p> <p>All pupils with identified SEND will make at least expected progress.</p> <p>Tracking will show close tracking and provision for SEND, PP and Vulnerable pupils</p> <p>Monitoring will evidence QFT in place consistently across the academy.</p>	<ul style="list-style-type: none"> • Pupils with identified speech and language difficulties are able to access additional support • Academy staff are able to observe best practice intervention in order that they can deliver speech and language programmes more effectively. • By July 2023, pupils with SEND leave FS2 with the required level of language and communication skills.

<p>Focused interventions are tracked carefully and monitored for impact</p>	
<p>100% of pupils will access extra-curricular clubs. Pupils will not be prevented from attendance at a clubs only on the basis of cost.</p>	<ul style="list-style-type: none"> • 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. •
<p>Academy attendance will remain at least in line with national expectations. Attendance of all disadvantaged pupils will be in line with their non-disadvantaged peers Rates of persistent absence amongst disadvantaged pupils will reduce</p>	<ul style="list-style-type: none"> • Whole academy attendance is >96% by July 2024. • Attendance for disadvantaged pupils is in line with the attendance of all pupils. • Persistent absence is <9% by July 2024. • SEND persistent absence reduces from 20% to be in line with national average by July 2024.

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
Release time for Early Reading Leader to monitor phonics provision.	EEF Improving Literacy in KS1 Recommendations 3 & 8 <ul style="list-style-type: none"> • 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. 	2 £2000 £2000
Release time for SENDCo to monitor provision for pupils with SEND.	EEF Improving Literacy in KS1 Recommendations 7 & 8 <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. • SEND CPD in SALT, Autism and ADHD training, behaviour strategies 	1,2,4 and 5 £2000 £5000
Purchase of additional reading resources.	EEF Improving Literacy in KS1 Recommendations 3 & 4 <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 resources. • Books purchased to support reading across the curriculum. 	2 £5000
Purchasing of additional maths resources	EEF Improving Maths in KS1 Recommendation 3 and 4 EEF Improving Maths in KS2 Recommendation 2,5 and 6 Purchase of manipulatives and representations to support the acquisition of concepts and knowledge	1 £5000

Support staff time to deliver structured interventions.	EEF Improving Literacy in KS1 / KS2 Recommendation 8 EEF Improving Maths in KS1 / KS2 Recommendation 8 EEF Improving SEND Recommendation 4 and 5 <ul style="list-style-type: none"> • 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. • NTP program 	1, 4 and 5 £15,000
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Neli Intervention	EEF Improving literacy in KS1 recommendation 1 and 8 / KS2 recommendation 1 and 7 and preparation for literacy recommendations 1 and 7 <ul style="list-style-type: none"> • Reception and Year 1 pupils not reaching or not on line to reach GLD take part in the Nuffield Early Language program to support speech and language. 	1,2,3 and 5 £3000
Small group tutoring	EEF Improving literacy in KS2 recommendation 7 EEF Improving maths in KS2 recommendation 7 <ul style="list-style-type: none"> • Year 6 booster groups targeted to pupils, particularly those disadvantaged, in need of extra support to achieve ARE in SATs 2022,2023 and 2024 	1,3,4 and 5 £2000
Early phonics and reading support	EEF Improving literacy in KS1 recommendation 3 and 8 <ul style="list-style-type: none"> • Daily breakfast club Intervention group for disadvantaged Year 1 pupils at risk of not reaching phonic check score of 35+ • And for disadvantaged year 2 pupils not on line to reach 35+ in phonic check in autumn 2 2021 • Additional phonic resources 	2 and 5 £1000 £1000

Maths club	EEF improving Maths in KS2 recommendation 5 promote enjoyment and understanding, rapid recall of facts through weekly maths club	£1000
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Lead appointed to support SEMH interventions.	EEF Making Best Use of Teaching Assistants Recommendations 5 & 6 •	5
Behaviour Box	EEF Making Best Use of Teaching Assistants Recommendation 3,5 and 6 Training and resources Time for behaviour Box trained adult to provide targeted program of behaviour support strategies for pupils identified with behaviour or SEMH need	5 £1000
Subsidies for extra - curricular activities and trips	The EEF guide to Pupil Premium <ul style="list-style-type: none"> • Many disadvantaged pupils benefit experiencing the wider range of opportunities, which supplement the academy curriculum. • Ensure visits, trips and visitors to the academy incurring voluntary contributions are subsidised to ensure no pupil missed out due to financial hardship 	3 and 6 £7000
Music provision	The EEF guide to Pupil Premium The wider opportunities instrument program. Pupils in year 3 and 4 have the opportunity to learn an instrument	£4000
Positive play and nurture provision	EEF social and emotional Recommendation 1 Positive play and nurture program	1 and 7 £3000

Total budgeted cost: £61,000

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.

- Attendance of disadvantaged pupils 2021-2022 was very slightly higher than other children 93.8% compared to 93.5% (+0.3%).
- Phonics – daily release time to enable the phonics and early reading lead to monitor the delivery and coach staff in the delivery of the programme. Areas for further development are identified and acted upon in a timely manner. This also ensures there is a consistent approach to teaching phonics across the academy and is evidenced through regular monitoring.
- Phonics outcomes - 50% of disadvantaged pupils had passed the phonics screening check at the end of year 2 compared to 63.6%. This needs to increase rapidly for all pupils. Those who did not reach threshold are continuing to receive 3 sessions of phonics a day to ensure threshold is met. Phonic skills now need to be applied to both English reading and writing outcomes as only 33% of disadvantaged children achieved EXP in reading and writing compared to 50% of non- disadvantaged pupils. This needs to increase rapidly for all pupils.
- Phonic outcomes – 60% of disadvantaged pupils achieved 32+ in the 2022 PSC compared to 58% of non-disadvantaged pupils, The national average for disadvantaged was 62%. All pupils not meeting the threshold are continuing to receive daily targeted phonic sessions to ensure threshold is met. The recent OFSTED inspection noted that *“Staff pay close attention to how well pupils know their sounds and support pupils who begin to struggle right away.”*
- FS2 outcomes - 67% of disadvantaged FS pupils achieved the expected standard in reading and maths and 33% in writing. This was compared to 77% in all areas for non-disadvantaged pupils. Supporting writing development linked to the phonic acquisition is a key area for development moving forward.
- In KS2 there continues to be a gap between the attainment of disadvantaged and non-disadvantaged pupils. 60% of disadvantaged pupils attained the combined expected in Reading, writing and maths, compared to 71% of non-disadvantaged. In reading and maths 85.7% of non- disadvantaged pupils reached the expected standard showing that writing continues to be a limiting factor for pupils and an areas for focus
- A range of after school clubs have been provided to all pupils at no cost. 41% of Disadvantaged pupils attended an after school club.
- Reading is prioritised and pupils at LBJA are immersed in a text rich environment. Pupil voice evidences the importance of reading as well as the breadth of reading opportunities across all key stages. This includes books for reading for pleasure, home to school reading books as well as texts used as reading into writing texts and those introduced within Key Reading skills sessions. The recent OFSTED inspection noted that *“leaders have made reading a high priority....Pupils enjoy reading and are proud of the new library..... Members of the school council are keen to extend the library outdoors as well”*

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.