

Pupil Premium Strategy Statement Langwith Bassett Junior Academy

2024-2027

This statement details our academy's use of pupil premium 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 Junior Academy |
| Number of pupils in school | 107 with 17 FS0/1 |
| Proportion (%) of pupil premium eligible pupils | 39% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-2025; 2025-2026; 2026-2027 Current Year 2024-2025 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | November 2025 |
| Statement authorised by | Rebecca Scutt |
| Pupil premium lead | Leica Carter |
| Governor / Trustee lead | |

Funding Overview

| Detail | Amount |
|--|---------|
| Pupil premium funding allocation this academic year | £64,320 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | |

Part A: Pupil Premium Strategy Plan

Statement of Intent

Our intent is that all children, despite their social or economic background, or the challenges that they face, have access to an ambitious curriculum designed to equip them with the knowledge and cultural capital they need to success in life. We aim that they make the best possible progress and achieve well. We know some pupils' achievement is at risk as a result of circumstances including aspiration, parental engagement, the development of language skill and cultural knowledge, as well as health and welfare considerations such as emotional support and living conditions. We will consider the challenges faced by all vulnerable pupils, including those children with social workers, and those who are young carers. The activity outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not or whether they are high or low prior attainers.

There is a whole school priority and commitment to raising standards, closing gaps and addressing barriers to learning and it is key that all teaching and support staff understand the challenges of educational disadvantage and recognise their responsibility in addressing them. We are committed to 'closing the gap' between vulnerable pupils and the rest of the school population.

The focus of our Pupil Premium Strategy is that both barriers to learning and barriers to success are removed through carefully planned, precise interventions and support. As a result, our intent is that all pupils, particularly the most disadvantaged, consistently achieve highly and have the knowledge and skills needed for future learning and employment.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement one other to enable pupils to excel.

To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

As a school, our intent is to consistently promote the extensive personal development of all pupils. Our disadvantaged pupils have access to a wide, rich set of experiences which support them to raise their aspirations and develop their interests and talents. Our high expectations of all children alongside rich ambitions for personal development ensures that barriers to success are removed for all children. Children are given the strategies to manage their behaviour, regulate their emotions and function as successful members of our school community.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Assessments, observation and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Nursery and Reception through to KS2 and, in general, are more prevalent among our disadvantaged pupils than their peers. This impacts on attainment across the curriculum, particularly in children's reading comprehension and writing ability. |
| 2 | Data from statutory assessment and internal data indicates that overall attainment and progress is lower for disadvantaged pupils than their non-disadvantaged peers. This is evident in GLD, Phonics screening check and end of KS2 outcomes. |
| 3 | Assessments, observations and discussions with pupils indicate that disadvantaged pupils are less likely to engage with reading activities at home and are less likely to enjoy reading for pleasure or have support with reading outside of school. They are also less likely to have a varied range of suitable reading material within the home. This has a direct impact on early reading and potential outcomes at all key stages for many disadvantaged children. |
| 4 | Attendance data shows there continues to be a disparity between the attendance of disadvantaged pupils compared to their non-disadvantaged peers. The percentage of persistent absence continues to be greater for our disadvantaged pupils. |
| 5 | Some disadvantaged pupils do not participate fully in learning, making fewer contributions, lacking confidence and demonstrating limited interest, resilience and independence in learning. This leads to increased levels of low-level behaviours in class which have the potential to escalate to high levels of behaviour. |
| 6 | Many disadvantaged pupils do not have interests or hobbies that they readily discuss. Some pupils have low aspirations for personal development due to a lack of ambition, opportunities and experiences. |

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>Improved communication and language skills, including listening and attention, communication and understanding among our disadvantaged pupils.</p> | <p>EYFS outcomes identify an increased number of disadvantaged children achieving the expected standard in Communication and Language.</p> <p>There is a significant improvement in language and communication in other year groups as evidenced by engagement in lessons, class work and ongoing formative assessment.</p> |
| <p>Improved outcomes at the end of FS2 for disadvantaged pupils.</p> | <p>Outcomes at the end of FS2 indicate an increase in the number of disadvantaged children achieving GLD. GLD for our disadvantaged children is in line with their non-disadvantaged peers and meet or exceed the national average for non-disadvantaged pupils.</p> |
| <p>Improved outcomes in phonics for disadvantaged pupils.</p> | <p>Phonics outcomes at the end of Y1 continue to exceed the national average. The attainment gap between disadvantaged pupils and their non-disadvantaged peers is diminished and outcomes are in line with the national average for non-disadvantaged pupils. 100% of pupils have passed the check by the end of KS1.</p> |
| <p>Improved attainment in reading at the end of KS2 for disadvantaged pupils.</p> | <p>End of KS2 outcomes for disadvantaged pupils is in line with their disadvantaged peers and meet or exceed the national average for non-disadvantaged.</p> |
| <p>Improved attainment in writing at the end of KS2 for disadvantaged pupils.</p> | <p>End of KS2 outcomes for disadvantaged pupils is in line with their disadvantaged peers and meet or exceed the national average for non-disadvantaged.</p> |
| <p>Improved attainment in maths at the end of KS2 for disadvantaged pupils.</p> | <p>End of KS2 outcomes for disadvantaged pupils is in line with their disadvantaged peers and meet or exceed the national average for non-disadvantaged.</p> |
| <p>Improved attainment in reading, writing and maths combined at the end of KS2 for disadvantaged pupils.</p> | <p>End of KS2 outcomes for disadvantaged pupils is in line with their disadvantaged peers and meet or exceed the national average for non-disadvantaged.</p> |
| <p>Improved reading opportunities for disadvantaged pupils to develop a greater enjoyment of reading for pleasure developing a lifelong love of books and reading.</p> | <p>Records of home reading in planners, observations and wider opportunities within school to read for pleasure indicate significantly improved attitudes and motivation to read among our disadvantaged pupils. Improved attitudes to reading are evident through pupil questionnaire responses.</p> |

| | |
|--|--|
| <p>Improved attendance for disadvantaged pupils and a reduction in persistent absence.</p> | <p>The attendance for disadvantaged pupils is in line with attendance for all other pupils, above the national average for disadvantaged pupils and closer to the overall attendance target of 96.6%. Persistent absence for disadvantaged pupils is in line with all other pupils, below the national average and closer to the school target of <9% by July 2027.</p> |
| <p>Positive attitudes to learning with improved levels of resilience and independence leads to 100% participation in learning across all lessons for our disadvantaged pupils.</p> | <p>Observations, pupil and staff surveys and samples of pupils' work evidences positive attitudes and learning behaviours with increased confidence, resilience and independence in learning.</p> |
| <p>Pupils will be able to demonstrate appropriate behaviours and use strategies to support this in a range of environments.</p> | <p>Restorative practice is well embedded throughout the school and all staff have high quality CPD to ensure consistency.</p> <p>Audit and development of sensory provision ensures that all children, particularly the most disadvantaged, have opportunity for sensory time.</p> <p>All children have a clear understanding of behaviour expectations. Rewards demonstrate children's achievements and ability to demonstrate positive learning behaviours.</p> <p>Development of the behaviour curriculum ensures that all children are taught how to manage behaviour and demonstrate this positively in a range of environments including challenging situations.</p> |
| <p>For all children, particularly the most disadvantaged, have access to a wide range of rich experiences and a heightened ambition for personal development.</p> | <p>Aspirations week allows all children to experience a wide range of career opportunities they may wish to pursue in the future.</p> <p>Every child in school has the opportunity to access at least one educational experience away from school.</p> <p>Children in upper key stage two will have the opportunity for a residential experience.</p> <p>Data analysis of after school club and residential participation for different pupil groups.</p> <p>Pupil voice, pupil interviews, pupil surveys confirm high ambition for all children.</p> |

| | |
|---|---|
| <p>Offer a wide range of parent workshops to engage parents in their children's learning and the wider community.</p> | <p>Evidence of a range of parent events and opportunities to improve parental engagement and encourage and support parents in supporting and encouraging their children at home. Attendance at meetings evidences improved participation of parents of disadvantage children.</p> |
|---|---|

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 |
|---|---|-------------------------------|
| <p>Ensure all teachers and support staff understand the challenges of educational disadvantage and how to meet them in their role. Provide training so all staff understand the challenges and the school's strategy.</p> | <p>Evidence from the EEF</p> <ul style="list-style-type: none"> • Implementation Guidance Report suggests underlying values and beliefs need to be aligned in order to make sustained changes. Staff need to have shared understanding and values in order to make a difference for our pupils in the classroom. | <p>1,2,3,4,5,6</p> |
| <p>Developing consistently high pedagogy through high quality CPD. Use whole school coaching to develop teaching strategy.</p> | <p>The EEF states that, 'Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap'</p> <ul style="list-style-type: none"> • | <p>1,2,3</p> |
| <p>Further develop the quality of speech, language and oracy interventions across the school</p> | <ul style="list-style-type: none"> • Evidence from EEF Toolkit confirms that on average, pupils who participate in oral language interventions make approximately five months additional progress over the course of a year. Some pupils require targeted support to catch up. | <p>1</p> |
| <p>Ensure that the teaching of phonics and reading is high quality.</p> <p>Provide high quality refresher training and training for new members of staff.</p> | <p>EEF Improving Literacy in KS1 Recommendations 3 & 8</p> <ul style="list-style-type: none"> • Robust training programme/ monitoring /evaluation of phonics teaching. • Continue to deliver consistent approach to the teaching of phonics through the ACET Phonics Programme. <p>Staff training to secure consistency in approach to delivery highly structured interventions.</p> | <p>2,3</p> |

| | | |
|--|--|--------------|
| <p>Ensure the teaching of reading in KS2 is high quality.</p> | <p>EEF Improving Literacy in KS2 Recommendations 2 & 3</p> <ul style="list-style-type: none"> • Staff training to secure consistency in approach to delivery highly structured interventions. • Robust training programme/ monitoring /evaluation of phonics teaching. • Continue to embed consistent approach to the teaching of reading through revised reading lessons following guidance from the New Reading Strategy. • Purchase class sets of high-quality reading books to allow all pupils to access their own copy of the reading text. • Improve the quality of the reading scheme through purchasing additional reading books for KS2. | <p>2,3</p> |
| <p>Embed a love of reading through the development of the continued reading culture in school</p> | <p>Evidence from OECD found that reading enjoyment is far more important for children's educational success than their family's socioeconomic status. (2002)</p> <p>Recent studies suggested that reading to children, at any age will encourage a love of reading and will develop their vocabulary.</p> <p>By the time a child is 5 if they're never read to, they'll have heard 4,662 words.</p> <p>If they're read to 1-2 times per week, they'll have heard 63,570 words.</p> <p>If they're read to 3-5 times per week, they'll have heard 169,520 words.</p> <ul style="list-style-type: none"> • If they're read to daily, they'll have heard 296,660 words. | <p>2,3</p> |
| <p>Provide release time for English lead to monitor the teaching of reading and writing and provide CPD/support to ensure pupils access teaching which is at least good across the academy</p> | <p>Improving Literacy in Key Stage 2 Recommendation 2 & 3</p> <p>Improving Literacy in Key Stage 1 Recommendation 2 & 4</p> <p>Monitoring/Evaluation of teaching of reading/Writing in KS1/KS2.</p> <p>CPD/training including in class support to secure consistency in delivering KS1/KS2 reading intervention.</p> | <p>1,2,3</p> |

| | | |
|--|--|--------------|
| <p>Make good use of assessment to identify and address issues early.</p> | <p>Regular high-quality tests can give insights into specific strengths and weaknesses of pupils to ensure they receive the correct additional support through focused classroom teaching and additional intervention.</p> | <p>1,2,3</p> |
| <p>Support colleagues to develop high impact teaching strategies which support all pupils, particularly those with SEND.</p> | <p>EEF Improving Literacy in KS1 Recommendations 7 & 8 Special Educational Needs in Mainstream Schools Recommendations 1,2,3,4 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.</p> | <p>1,2,3</p> |
| <p>Continue to work with the Maths hub. Provide White Rose Maths training, resources and materials.</p> | <p>Improving Maths in Key Stage 1 Recommendation 3 Improving Maths in Key Stage 2 Recommendation 2 The EEF toolkit suggests that mastery learning accelerates progress. Work is challenging and is particularly effective when pupils work in groups and take responsibility for supporting each other's progress.</p> | <p>2</p> |
| <p>Provide release time for Maths lead to monitor the teaching of mental maths and provide CPD/support to ensure pupils access teaching which is at least good across the academy and secure strong mental maths skills.</p> | <p>Improving Maths in Key Stage 1 Recommendation 1-4 Improving Maths in Key Stage 2 Recommendation 2 & 3</p> <ul style="list-style-type: none"> • Monitoring/Evaluation of teaching of maths in KS2. <p>CPD/training including in class support to secure consistency in delivering KS2 maths intervention.</p> | <p>2</p> |
| <p>Develop positive learning behaviours and independence in learning. Provide CDP for all staff.</p> | <p>EEF Achieving effective learning behaviours EEF Making best use of teaching assistants CPD and support to develop positive learning attitudes and behaviours that lead to full engagement in learning.</p> | <p>5</p> |

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

Budgeted cost: £ 20,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| Ensure targeted support for developing language and communication skills. | <p>EEF Preparing for Literacy Recommendation 1 Prioritise the development of communication and language.</p> | 1 |
| Provide additional targeted support to develop literacy skills. | <p>EEF Improving Literacy in KS1 Recommendation 8 EEF Improving Literacy in KS2 Recommendation 6&7</p> <ul style="list-style-type: none"> • Use diagnostic assessments to inform targeted teaching and support <p>Use high quality structured interventions to support pupils who are struggling with their literacy.</p> | 2 |
| Additional targeted support to develop maths skills with a focus on efficient methods. | <p>EEF Improving Mathematics in KS2 Recommendation 7</p> <ul style="list-style-type: none"> • Use diagnostic assessments to inform targeted teaching and support • Use high quality structured interventions to support pupils who are struggling with their maths. | 2 |
| Structured interventions to support catch-up and targeted support for individual pupils. | <p>EEF Making Best Use of Teaching Assistants Recommendations 5 & 6 EEF Special Educational Needs in Mainstream Schools Recommendations 2, 4 & 5</p> <ul style="list-style-type: none"> • supporting training and delivery of intervention support. <p>Clear entry and exit points assessed to evaluate effectiveness and impact.</p> | 1,2,3 |

| | | |
|---|---|---|
| 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. | 2 |
|---|---|---|

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

Budgeted cost: £ 14,320

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance - EWO Support for families | EEF Supporting School Attendance EWO home visits support parents/carers to get their child to school. Derbyshire procedures fully embedded in order to be compliant with LA protocols. | 4 |
| Attendance Lead to track and monitor attendance weekly | EEF Supporting School Attendance Issues with attendance are identified early and support and intervention can be provided to families in need. | 4 |
| Promote and celebrate good attendance CPD for all staff Attendance rewards/ recognition | EEF Supporting School Attendance Attendance is everybody's responsibility. Whole school promotion and celebration develops a school culture where attendance and punctuality are important. | 4 |
| Develop and implement the behaviour curriculum | EEF Improving behaviour in schools Development of the behaviour curriculum ensures that behaviour expectations are made explicit and children are taught how to manage their behaviour and manage this positively in a range of situations. | 5 |
| Wider opportunities music tuition | <ul style="list-style-type: none"> All KS2 pupils have the opportunity to learn to play a musical instrument developing interests within and beyond the curriculum | 6 |
| Offer a range of opportunities for parents to engage in school | Working With Parents to Support Children's Learning EEF Recommendation 2 & 3 <ul style="list-style-type: none"> Workshops to encourage and support parents in supporting learning at home. Communication with parents improves engagement in home learning. | 3,6 |

| | | |
|---|--|---|
| Subsidies for extra - curricular activities and trips | <p>The EEF guide to Pupil Premium</p> <p>Many disadvantaged pupils benefit experiencing the wider range of opportunities, which supplement the academy curriculum.</p> <p>Ensure visits, trips and visitors to the academy incurring voluntary contributions are subsidised to ensure no pupil missed out due to financial hardship</p> | 6 |
| Subsidy for after school club provision | Pupils are able to access a range of clubs that develop interests beyond the curriculum | 6 |
| Positive play and nurture provision | <p>EEF social and emotional Recommendation 1</p> <p>Positive play and nurture program</p> | 5 |

Total budgeted cost: £64,320

Part B: Review of outcomes in the previous academic year 2023 - 2024

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

EYFS

Data demonstrates that there has been an upward trend in GLD outcomes over the last 3 years. In 2024 this was 80% GLD overall, exceeding the national average. The percentage of disadvantaged children achieving GLD remains below their non-disadvantaged peers and below the national average for non-disadvantage of 72%. Whilst outcomes overall have improved for GLD, the disadvantaged gap remains, and continued focus is required to further reduce and remove this gap.

Phonics

Data demonstrates that Y1 Phonics outcomes peaked in 2023 but have since fallen below the national average in 2024. The percentage of disadvantaged pupils passing the check in 2024 is below the national average for disadvantaged at 68% and the national average for non-disadvantaged at 84%.

Data demonstrates an upward trend in Y2 phonics outcomes which exceeded the national average in 2024 at 100%. This means that, in 2024 100% of disadvantaged pupils met the standard, exceeding the national average for disadvantaged at 81%.

There needs to be future focus on improving outcomes for Y1 phonics for all pupils, not least those who are disadvantaged through staff development, regular monitoring and top-up support.

KS2

67% of disadvantaged pupils met the expected standard in Reading in 2024, above the national average for disadvantaged at 63%. 33% of disadvantaged met the expected standard for writing, below the national average for disadvantaged at 59%. 100% of disadvantaged pupils met the expected standard in maths, above the disadvantaged national average of 59%. 33% met the standard for Reading, Writing and Maths combined, compared to the national average for disadvantaged at 46%.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national level and to results achieved by our non-disadvantaged pupils. 33% of disadvantaged pupils met the expected standard in Reading, Writing and Maths in 2024 compared to 54% of non-disadvantaged. Nationally the figures for Reading, Writing and Maths combined are 46% for disadvantaged and 67% for all other pupils.

The data demonstrates some positive impact with regard to improving performance for disadvantaged in the lower year groups, particularly with regard to Y2 phonics. Though there has been some improvement in KS2, this remains below the national average for both disadvantaged and other pupils and further targeted support is required for these year groups.

Wider Strategies

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that, there has been a slight decline in attendance for disadvantaged pupils from 94.2% in 2022/23 to 93.6% in 2023/34. Attendance for this group remains slightly below the national average of 94.1. There was a significant reduction of PA in from 2022/23 to 2023/24, falling from 17.9% to 10.2%, below the national average at 17%. EWO support has been effective in supporting families with attendance but further targeted support is required to improve attendance and reduce or remove the attendance gap.

Data has demonstrated that over 1/3 of all behaviour incidences recorded were for disadvantaged pupils and 81% of these incidences were for pupils who had SEND. A future priority must be to provide focused support for these pupils to ensure underlying needs are met through support and intervention, drawing on professional advice where necessary.

Subsidies for visit and visitors have enabled disadvantaged pupils to benefit from the wider range of opportunities, ensuring no pupil misses out due to financial hardship. A range of after school clubs has been on offer though attendance at some has been lower than others. A review of after school clubs is required and attendance monitored to encourage greater participation of our disadvantaged pupils.

Our evaluation of the approaches delivered last academic year indicates that there are a number of aspects of the strategy found to be particularly useful, those being:

- Purchase of additional reading resources and targeted support around developing reading for pleasure has positively impacted pupils' enjoyment of reading evidenced through pupil voice.
- Purchasing additional reading resources to support the reading scheme for lower school has ensured a range of texts matched to pupil ability which support pupils to develop reading fluency and automaticity.
- NGRT reading tests have provided assessment data to inform planning and support.
- EWO support has continued, and families have been supported in improving attendance.

