

Pupil Premium Report – Impact Report for academic year 2022 / 2023

Detail	Data
Academy name	Waverley Junior Academy
Number of students/pupils in the academy in 2022/23	536 (including nursery)
Total funding - Pupil premium & Recovery premium allocation academic year 2022/23	£60,330
Proportion (%) of pupil premium eligible students/pupils	9.7%
Proportion (%) of pupil premium eligible students/pupils who are also SEND	4.3%
Headline figures for summer 2023:	
GLD *National avg 2022 65%	75%
GLD PP (1 child)	0%
Y1 Phonics *National averag 79%	87%
Y1 Phonics PP (5 pupils)	80%
Y2 Phonics *National avg 89%	97%
Y2 Phonics PP (2 pupils)	100%
KS1 EXP Reading *National avg 68%	81%
KS1 EXP Reading PP (2 pupils)	50%
KS1 EXP Writing *National avg 60%	78%
KS1 WXP Writing PP (2 pupils)	100%

KS1 EXP Maths *National avg 70%	89%
KS1 EXP Maths PP (2 pupils)	100%
KS2 EXP Reading *National avg 75%	82%
KS2 EXP Reading PP (6 pupils)	33%
KS2 EXP Writing *National avg 69%	90%
KS2 EXP Writing PP (6 pupils)	50%
KS2 EXP Maths *National avg 71%	88%
KS2 EXP Maths PP (6 pupils)	50%
KS2 Reading, writing, maths combined *National avg 59%	83%
KS2 Reading, writing, maths combined PP (6 pupils)	33%
Attendance (all)	95.5%
Attendance (PP)	91.5%
Suspensions (all)	9 suspensions/ 3 children 0.5%
Suspensions (PP)	5 suspensions/ 2 pupils 5%
Suspensions (PP who are also SEND)	5 suspensions/ 2 pupils 5%

Teaching Spending allocated £32,000	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
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. 	3	<p>Staff are confident teaching Phonics and Early reading</p> <p>Teaching and learning is at least good throughout FS and KS1</p> <p>87% of Y1 pupils and 97% of Y2 pupils passed the PSC. Both these figures are above national outcomes.</p>
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. 	4	<p>Staff knowledge of strategies and interventions has increased</p> <p>Pupil and parent voice shows pupils with SEND feel well supported</p> <p>60% of pupils on the SEND register met the expected standard at the end of KS1 in reading and Maths</p> <p>44% of pupils on the SEND register met the expected standard at the end of KS2 in reading and Maths</p>

<p>Purchase of additional reading resources.</p>	<p>EEF Improving Literacy in KS1 Recommendations 3 & 4</p> <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. • Purchase of additional reading resources to develop reading comprehension Y2-Y6. • Books purchased to support reading across the curriculum. • Whole school subscription to the Schools' Library Service 	<p>3, 4</p>	<p>Pupil voice shows that pupils enjoy reading and visiting the academy library</p> <p>Resources are allowing more interventions to take place which is impacting positively on pupil progress</p> <p>87% of Y1 pupils and 97% of Y2 pupils passed the PSC. Both these figures are above national outcomes.</p> <p>81% of KS1 pupils and 82% of KS2 pupils achieved the expected standard in reading</p>
<p>High quality CPD</p>	<ul style="list-style-type: none"> • The Tiered approach to Pupil Premium Spending by the EEF places great emphasis on using funding to improve the quality of teaching as a tool to improve the outcomes for disadvantaged pupils. • Leaders ensure that the curriculum is exciting, engaging and age appropriate and that it is broad and balanced across each phase of school. • Disadvantaged pupils typically make accelerated progress across KS2, attaining better than those nationally by the end of Y6. • Trust subscription to the RoSIS offer 	<p>6</p>	<p>Staff have an increased knowledge of the wider curriculum and are more confident in their delivery</p> <p>Pupil voice shows pupils enjoy the curriculum and the personal development activities provided</p> <p>Y6 results 33% of PP expected in reading (60% nat) 50% of PP expected in reading (58% nat) 50% of PP expected in reading (59% nat)</p> <p>NB: 50% off PP are also SEND</p>

<p>Provide high quality feedback to ensure pupils make better progress in lessons.</p>	<ul style="list-style-type: none"> • Planning for and providing transition support for pupils entering and exiting school throughout the year and transition of children from KS2 to KS3. • Our transition coordinator will oversee transition for all pupils and use assessment information to ensure pupils' strengths are recognised and their areas of development and needs are supported. <p>https://educationendowmentfoundation.org.uk/news/eef-blog-getting-transition-right-part-1-of-2</p>	<p>2. 4</p>	<p>All pupils transitioned into FS2 well and have made a strong start to the year</p> <p>Parents are happy and have a good understanding of how the academy and EYFS runs</p> <p>All pupils transitioned from WJA to their secondary school successfully</p> <p>The children in the ARC were allocated places to suit their need</p>
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<p>Targeted academic support</p> <p>Spending allocated £21,000</p>	<p>Evidence that supports this approach</p>	<p>Challenge number(s) addressed</p>	<p>Impact 2022 - 2023</p>
<p>Additional speech and language therapy teaching /intervention.</p>	<p>EEF Improving Literacy in KS1 Recommendations 1 & 8</p> <ul style="list-style-type: none"> • Additional speech and language therapy provision purchased in addition to Sheffield core offer, due to increasing number of pupils presenting with speech, language and communication SEND needs. • Additional member of support staff appointed to implement advice from speech 	<p>4</p>	<p>18 children in the EYFS completed the Tiny Talkers intervention</p> <p>84% of pupils in FS2 achieved 'expected' in communication & language including the 1 child who is eligible for PP funding</p>

	<p>and language therapist in order to ensure all relevant pupils have access to allocated support.</p> <ul style="list-style-type: none"> • Staff training to secure consistency in approach to delivery highly structured interventions. • Staff to attend 'Tiny Talkers' training and purchase resources needed to deliver the programme 		<p>All pupils with a speech and language need are accessing intervention at least 3 times per week and making good progress</p> <p>Staff are confident in delivering intervention and have the resources to have impact</p>
<p>Structured interventions to support catch-up and targeted support for individual pupils.</p>	<p>EEF Making Best Use of Teaching Assistants Recommendations 5 & 6</p> <ul style="list-style-type: none"> • ACET Inclusion Manager supporting training and delivery of intervention support. • Clear entry and exit points assessed to evaluate effectiveness and impact. 	3	<p>Staff are now trained/ qualified in a wide variety of interventions</p> <p>All pupils accessing intervention have made progress within them</p> <p>Pupils' needs are being met</p>
<p>TAs help pupils to develop independent learning skills.</p>	<p>EEF Making Best Use of Teaching Assistants Recommendation 3</p> <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. • TAs delivering the AET programme and monitoring progress 	3	<p>TA confidence and knowledge has increased</p> <p>Pupils are more independent and are using and applying skills/ pupils in the ARC have high quality support developing their independence.</p> <p>Teaching and learning is 'good' <i>Ofsted 2023</i></p>
<p>Provide tuition to a wide number of pupils that require academic support, resulting in rapid progress and</p>	<ul style="list-style-type: none"> • Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one to one and in small groups. 	2	<p>All PP children have accessed the NTP programme</p>

<p>attainment at the end of the intervention being at, or closer to age related expectations. Identify high attainers who are disadvantaged to receive tuition, so their level of attainment is maintained</p>	<ul style="list-style-type: none"> • One to one tuition is most impactful with English (6 months progress) compared to mathematics (2 months progress). One to one tuition EEF (educationendowmentfoundation.org.uk) • Small group tuition Toolkit Strand Education Endowment Foundation EEF 		<p>8 pupils accessed reading support through the NTP – all moved up 2/3 book bands and improved their scaled scores</p> <p>8 pupils accessed arithmetic support through the NTP – all increased their score on the Maths paper by between 12 and 27 marks Impact of the NTP can be seen in lessons</p> <p>Pupils' confidence has grown</p> <p>The gap between the above children and their peers has closed</p>
<p>Deliver targeted intervention programmes that support both academic progress, mental health and wellbeing.</p>	<ul style="list-style-type: none"> • Teaching assistants, trained in a range of interventions, impact greatly on pupil achievement. Structured interventions are a cost-effective approach to improving learner outcomes and in enabling them to engage more effectively with school. • Our current interventions: Daily reading, Lego therapy, speech and language, Phonics, Motor skills, handwriting, drawing and talking therapy, social and emotional support, resilience and confidence training, Attention Autism, AET <p>https://bit.ly/3koaZTV</p>	<p>2, 3, 5</p>	<p>TA confidence and knowledge has increased</p> <p>Staff are now trained/ qualified in a wide variety of interventions</p> <p>All pupils accessing intervention have made progress within them</p> <p>Pupils' needs are being met</p>
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<ul style="list-style-type: none"> • Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more 	<p>2, 3</p>	<p>87% of Y1 pupils and 97% of Y2 pupils passed the PSC. Both these figures are above national outcomes.</p>

	<p>effective when delivered as regular sessions over a period up to 12 weeks:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>		<p>80% of PP in Y1 and 100% of PP children passed the PSC</p> <p>Interventions are showing good impact</p>
<p>Additional speech and language therapy teaching /intervention.</p>	<p>EEF Improving Literacy in KS1 Recommendations 1 & 8</p> <ul style="list-style-type: none"> • Additional speech and language therapy provision purchased in addition to Rotherham core offer, due to increasing number of pupils presenting with speech, language and communication SEND needs. • Additional member of support staff appointed to implement advice from speech and language therapist in order to ensure all relevant pupils have access to allocated support. • Staff training to secure consistency in approach to delivery highly structured interventions. • Staff to attend 'Tiny Talkers' training and purchase resources needed to deliver the programme 	4	<p>18 children in the EYFS completed the Tiny Talkers intervention</p> <p>84% of pupils in FS2 achieved 'expected' in communication & language including the 1 child who is eligible for PP funding</p> <p>All pupils with a speech and language need are accessing intervention at least 3 times per week and making good progress</p> <p>Staff are confident in delivering intervention and have the resources to have impact</p>

Wider strategies	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
<p>Spending allocated £10,000</p>			

<p>Use of Trust EWO.</p>	<ul style="list-style-type: none"> • EWO home visits support parents/carers to get their child to school. • Rotherham procedures fully embedded in order to be compliant with LA protocols. • Academy Attendance lead to meet regularly with EWO. 	<p>1</p>	<p>Whole school attendance 95.5% PP attendance 91.5% Both above the national average</p> <p>All absences accounted for and any concerns followed up and resolved quickly</p>
<p>Mental Health Lead appointed to support whole school ethos of wellbeing</p>	<ul style="list-style-type: none"> • 1 in 6 children (aged 5-16) have a probable mental health disorder. • 26% of new teachers leave the profession within 3 years • 75% of all mental health disorders are diagnosed before the age of 18 	<p>6</p>	<p>Staff questionnaire shows 100% of staff feel happy and valued at work</p> <p>Pupil voice questionnaire shows 100% pupils enjoy school and know who to talk to if they are worried/upset</p>
<p>Providing memorable, challenging and enjoyable experiences within the curriculum</p>	<ul style="list-style-type: none"> • Providing experiences that enable the children to be active in their learning will build confidence, independence and self-esteem. • Our curriculum has been developed with first hand, memorable experienced being a core consideration to ensure every child can enjoy their learning and feel fully engaged within it. 	<p>6</p>	<p>Pupils talk confidently about the curriculum and what they enjoy</p> <p>All PP pupils have accessed extra-curricular clubs, visits and activities</p> <p>Personal Development is 'outstanding' <i>Ofsted 2023</i></p>
<p>Subsidised trips and residential visit</p>	<ul style="list-style-type: none"> • First-hand experience is vital for engagement and generating inquisitive children that enquire about the world. • It is essential that all disadvantaged pupils are exposed to these experiences as it builds cultural capital. 	<p>6</p>	<p>All classes Y1 to Y6 have had a visits/ visitor each half term</p> <p>All EYFS classes had 6 WOW moments</p> <p>All PP pupils attended visits</p>

Disadvantaged pupils to have priority to attend lunch time and after school clubs	<ul style="list-style-type: none">• It is essential that all disadvantaged pupils are exposed to these experiences as it builds cultural capital.	6	All PP pupils have accessed extra-curricular clubs, visits and activities All PP pupils talk about the clubs positively
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