

Pupil premium strategy statement – Waverley Junior Academy

This statement details our school'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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	45 FS0 61 FS1 432
Proportion (%) of pupil premium eligible pupils	9.25%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024-2025 2025-2026 2026-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Rachel Bolton
Governor / Trustee lead	Tom Fripp

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,120
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£65,120

Part A: Pupil premium strategy plan

Statement of intent

What challenges do disadvantaged pupils at Waverley Junior Academy experience?

Disadvantaged pupils at WJA experience fewer opportunities to participate in vocabulary rich learning beyond school hours, are more likely to have poor attendance and/or poor punctuality and limited cultural capital when compared to their peers.

What action is being taken to address this?

We are committed to improving disadvantaged pupils' academic outcomes to ensure that they achieve the same level or better than their peers both in school and nationally. Our approach is responsive, following analysis of data and ongoing internal school monitoring and our approaches complement each other in supporting our pupils to excel. To ensure that our disadvantaged pupils can achieve this, they have equal opportunity in accessing the curriculum and experiences. We value opportunities to engage with language rich experiences for developing confidence, social skills and independence and so to ensure that all pupils enjoy these experiences, disadvantaged pupils receive a funding subsidy. In school we ensure that teaching and learning opportunities meet the needs of all the pupils and that appropriate provision is made for pupils that are vulnerable. Our strategy for the next three years is to ensure that all pupils are receiving an accessible curriculum based around opportunities to connect with contextual and cultural experiences enabled by quality first teaching. To enable access to learning we recognise the importance of attendance and the considerable difference it makes to pupil achievement. We are dedicated to working with families, pupils and where needed outside agencies to remove these barriers.

We understand intervening at an early stage makes the biggest impact with regards to attainment and therefore prioritise the teaching of phonics and early reading in the early years and the core subjects of English and maths in key stage 1 within a language rich environment. It is the development of communication and interaction in this pupil premium strategy which will enable our pupils to acquire the essential knowledge and skills needed to make accelerated progress in key stage 2.

Assessment information is used effectively to identify gaps in knowledge and to enable leaders to provide appropriate class support and interventions where necessary with the aim of swiftly closing any identified gaps. This Pupil Premium Strategy allows us to provide quality first teaching every day along with personalised teaching and provision targeted to those pupils that require extra support in order to fully achieve their full potential.

Challenges

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

Challenge number	Detail of challenge
1	Attendance – The attendance and persistent absence of disadvantaged pupils is a concern. Last year (2023/2024) shows that the attendance of disadvantaged pupils was 91.9% compared to the whole school attendance which was 95.64% (with 96.07% attendance for non-PP children). Therefore, there is a significant gap between PP and non-PP children
2	Data shows that there is a significant attainment gap between disadvantaged and non-disadvantaged children in Reading, Writing and Maths by the end of KS2. <i>Reading Exp 82% (PP - 33%)</i> <i>Writing Exp- 82% (PP - 50%)</i> <i>Maths Exp- 86% (PP - 50%)</i> <i>Combined Exp - 82% (PP - 33%)</i>
3	Since lockdowns and partial school closures, our assessments, observations and discussions with pupils and families have identified even greater differences in socio-economic backgrounds at home between disadvantaged and non-disadvantaged pupils. Challenges such as a lack of equipment and resources to support children at home in addition to a reduced parental engagement. These challenges particularly affect disadvantaged pupils, including their attainment.
4	Assessments, observations, and discussions with pupils indicate underdeveloped early language skills. These are evident from Nursery and even more prevalent since COVID19. Many of our disadvantaged children struggle with communication.
5	Discussions with pupils and staff, have found that many disadvantaged children have poor cultural capital. They have limited opportunities to part in sports, clubs and events. Therefore, increased opportunities will hopefully help to build aspirations and improve attainment.

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
To improve the attendance of disadvantaged children and to narrow the gap between disadvantaged and non-disadvantaged	The overall attendance of disadvantaged children to be at least 96%. The percentage of children who are persistently absent to be in line with other pupils and lower than national averages.

To improve the attainment of children in reading, writing and maths across the school	For disadvantaged children to at least match national average for attainment at the end of KS2 assessments. No attainment gap between disadvantaged and non-disadvantaged pupils across school.
To see an increase parental engagement from the parents of disadvantaged pupils	More parents of disadvantaged children to attend school events such as parents' evenings, showcases, workshops and sporting events.
Extend and improve communication and language across school	Children can communicate effectively with their peers and adults in school.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ [£41,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Staff CPD through ROSIS</i>	Well-designed, selected and implemented CPD which aligns with the needs of the school and is supported by the leadership team and the academy who has strong evidence of success in building high quality teaching. Much of the CPD is organised by the local authority and it covers a wide range of areas including all the subjects and specialist CPD such as SEND training. There is a mixture of training in person and online. The training is run by highly regarded professionals in their own specialist areas. EEF - Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2, 4
<i>Resources and training for the new Reading into Writing scheme</i>	Research from the EEF has found that pupils must be able to identify the audience and purpose to enable them to write effectively. Exposure to high quality	2, 4

	<p>text and a modelled approach to thinking aloud can be used to scaffold learning as pupils work toward increasing independence. The research shows that neither the reading nor writing process benefits from being taught in isolation. A scheme matched to the gaps and context of Waverley is being developed and staff CPD implemented with a rigorous monitoring cycle to ensure a positive impact for pupils.</p> <p>EEF: - Combing reading with writing: a integrated approach https://educationendowmentfoundation.org.uk/news/eef-blog-combining-reading-with-writing-instruction-an-integrated-approach</p>	
<p><i>Staff training from outside providers including Zones of Regulation, De-escalation, Trauma Based Practice</i></p>	<p>The research from the EEF found that in order for professional development to be effective it needs to be carefully matched to the needs of the school, and this has been implemented at Waverley Junior Academy.</p> <p>EEF - Effective Professional Development https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1, 3, 4</p>
<p><i>Purchase of language rich, accessible books which appeal to children from a range of backgrounds</i></p>	<p>EEF - Pupils need to engage in books and an integrated approach – focused on high-quality texts, modelling and scaffolding writing to develop independent practice is key to ensuring pupil engagement. Waverley has carefully considered the socio-economic and diversity of the pupils to select books rich in vocabulary and to enhance cultural capital.</p> <p>EEF: Combing reading with writing: a integrated approach https://educationendowmentfoundation.org.uk/news/eef-blog-combining-reading-with-writing-instruction-an-integrated-approach</p>	<p>2</p>

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

Budgeted cost: £9,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>TA support in class and to run carefully chosen groups to fill gaps in learning</i></p>	<p>The EEF found that teaching assistants need targeted deployment to be the most effective. Where teaching assistants are trained to deliver an intervention to small groups or individuals it has a greater impact. In school, teaching assistants are carefully deployed to work with small groups and in classes to provide high quality support. The evidence also found that it is important that TAs support and supplement teaching, but this should not reduce the number of high-quality interactions children have with their classroom teacher. To ensure this takes place, teachers make sure they spend time with children who regularly require 1:1 or small group support</p> <p>EEF - Teaching Assistant Interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>2, 4</p>
<p><i>The subscription for online resources to do at home</i></p>	<p>The evidence says that homework, which is linked to classroom work, tends to be more effective. Along with this, research has found that it is important to make the purpose of homework clear to pupils. Therefore, the school subscribes to several online schemes which support home learning. These schemes include Times Table Rockstars and Spelling Shed</p> <p>EEF - Homework</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	<p>2, 4</p>

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

Budgeted cost: £ £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Funding to support the cost of trips and residential visits so that disadvantaged children can access these</i></p>	<p>The EEF have found that outdoor adventure learning activities plays an important part of the wider school experience, regardless of any impact on academic outcomes. This means that the school ensures there are subsidised places to support parents with paying for residential such as Crowden</p> <p>EEF - Outdoor Adventure Learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	<p>3, 5</p>
<p><i>Funding for the Leadership and Inclusion Team who support disadvantaged families</i></p>	<p>Research has shown that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life. The school have nominated staff to support disadvantaged families with attendance, behaviour, social and emotional issues. In addition to this, the Leadership Team plays a key role in supporting attendance along with the Attendance Officer. They work to build relationships, mitigate barriers to attending school, organise meetings with parents, monitor the attendance across school and create action plans. All of these actions are recognised in the DfE documents (Improving School Attendance and Working Together To Improve Attendance) as actions which have a positive impact on attendance.</p> <p>EEF - Supporting School Attendance</p> <p>DfE -Improving School Attendance</p> <p>Working Together To Build School Attendance</p>	<p>3, 5</p>

	<p>https://educationendowmentfoundation.org.uk/education_evidence/teaching-learning-toolkit/social-and-emotionallearning</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
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Total budgeted cost: £ [£65,120]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

CPD

100% of teaching staff accessed ROSIS CPD and used this as a tool to improve the quality of teaching to provide exciting, engaging and age-appropriate lesson delivery. 100% of teaching assistants working in Key Stage 2 received training from the trust inclusion lead in delivering effective intervention targeted to specific needs and 100% of KS1 teaching assistants received regular training in the delivery of a systematic consistent approach to the teaching of phonics. The impact of this is measured by the success of outcomes.

Key Stage 2 results

Although the combined Key Stage 2 results are below national average, this is due to the small proportion of children eligible for funding in each year group and the percentage each child accounts for. The number of disadvantaged pupils achieving the expected standard at the end of KS2 has increased in individual subjects and shows an increased year on year attainment measure.

	2023	2024
Reading	33%	60%
Writing	50%	50%
Maths	50%	60%

50% of the disadvantaged pupils were also SEND. The in-class support and structured approach to interventions ensured approaches were matched to pupil need and led to positive outcomes and a strong sense of well-being during Year 6.

EYFS

As an academy we decide to move from Neli to Tiny Talkers to support speech and language in the EYFS. This programme can be delivered from FS0 to FS2 and the consistency is showing strong impact. The number of Speech and Language referrals have decreased by 80% and 100% of the disadvantaged pupils achieved expected in C&L.

100% of disadvantaged children achieved a Good Level of Development (GLD) compared to 76% overall.

76% of pupils were secure in Phase 3 or above at the end of FS2.

Phonics

100% of disadvantaged pupils passed the Year 1 phonics screening test demonstrating the embedded consistent approach to the teaching of phonics was robust and effectively monitored by the early reader leader.

75% of the disadvantaged pupils in Year 2 who were resitting the phonics screening test passed.

Extra- curricular

All disadvantaged pupils attended all school visits (1 per term) and 100% of disadvantaged Y6 pupils attended the residential.

The PE lead tracked the pupils who attended after school clubs and competitions and ensured all disadvantaged pupils attended at least 1 event.

All pupils had the opportunity to celebrate their hobbies and interests through in class show and tell sessions and celebration assemblies. Pupil voice showed that 96% pupils feel staff value their interests and support them to develop these.

Additional points

All disadvantaged pupils had successful transitions to KS3 and enhanced support put in place for both pupils and families. Follow-up work confirms 100% of disadvantaged pupils are regularly attending KS3 and were well prepared for the transition.

The Mental Health lead for the academy has since left the school and this position has been filled by the principal. The principal has now completed a 'Mental Health First Aider' qualification and supports all staff with their well-being.

Pupils have been supported throughout school to manage their own feelings. Metacognition displays have been added to each classroom. Pupil voice shows that 100% of pupils feels safe and happy at school.

All KS2 pupils attended the careers fair and spoke positively of the event.

80% of pupils in FS2 achieved expected in 'managing feelings and behaviour' and 'self-regulation'.

The whole school attendance for the last academic year was 95.6% The disadvantaged attendance was 91.9%

All parent workshops, showcase assemblies and creative afternoons are very well attended (over 75% for each one).

Our disadvantaged pupils continue to improve and our internal tracking of pupil progress and achievement supports this data. Leaders are confident about the future attainment and performance of this group.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
N/A	