

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 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	Waverley Junior Academy
Number of pupils in school	410 + 60 FS1 + 30 FS0
Proportion (%) of pupil premium eligible pupils	9.7%
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 2023
Statement authorised by	
Pupil premium lead	Rachel Bolton
Governor / Trustee lead	Elizabeth Swanson

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£55,400/
Recovery premium funding allocation this academic year	£4,930
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£60,330

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 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 so to ensure that they achieve to 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 residential visits highly 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 receiving quality first teaching every day and that they are supported in having excellent attendance as we recognise that this makes a considerable difference to pupil achievement. We recognise early intervention 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 in this pupil premium strategy as it enables 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, combined with Recovery Premium and School Based Tutoring through the National Tutoring Programme 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. Pupils' affected by the pandemic continue to be supported through tailored interventions and additional support is in place to ensure that attendance, behaviour and social and emotional needs are catered for and addressed

Challenges

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

Challenge number	Detail of challenge
1	Attendance – overall academy attendance is above that of disadvantaged pupils. The attendance and persistent absence of disadvantaged pupils is a concern. The strategic use of funding, continuous work carried out by the leadership team and EWO has led to positive impact, however, this group continue to be a concern.

2	Close the attainment gap between disadvantaged pupils and other pupils nationally in Reading, Writing and Maths by the end of KS2
3	Early Reading - due to early speech and language difficulties, the acquisition of phonics is a challenge for some of the disadvantaged pupils. Disadvantaged pupils need the opportunity to read to an adult in school on a daily basis. Delays in the acquisition of language and ability to decode fluently, means many disadvantaged pupils struggle to develop their understanding of written texts.
4	Effective teaching and learning - Ensure an effective teacher is in front of every class so all pupils make good or better progress.
5	Mental Health and Wellbeing – needs to be a priority and early intervention and whole school culture is key to this
6	To provide memorable, challenging and enjoyable experiences through the curriculum that engage pupils with learning and address the lack of opportunities that many disadvantaged pupils have due to a range of barriers at home.

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
Increase the attendance of disadvantaged pupils with a focus on persistent absence, reducing the links between poor attendance and low levels of achievement.	<ul style="list-style-type: none"> • Whole academy attendance is >97.5% by July 2024. • Attendance for disadvantaged pupils is in line with the attendance of all pupils. • Persistent absence is <9% by July 2024. • Individual attendance plans in place for some children
Close the attainment gap between disadvantaged pupils and other pupils nationally in Reading, Writing and Maths by the end of KS2	<ul style="list-style-type: none"> • Attainment of disadvantaged pupils by the end of Year 6 in Reading, Writing and Maths is in line or better than those nationally. • Year on year, more children are achieving the expected standard.
<p>Pupils read fluently by the end of KS1, demonstrating a good comprehension of what they have read.</p> <p>To increase the number of disadvantaged pupils working at the expected standard in Phonics by the end of Y1</p>	<ul style="list-style-type: none"> • By the end of July 2024, NELI speech and language intervention ensures all pupils meet FS2 milestones relating to language and communication. • On exit of FS2, all disadvantaged pupils have mastered Phase 3 phonics • By July 2024, 100% of pupils can decode fluently by the end of Y1. 100% of pupils pass the PSC. • By July 2024, any child who re-sat the PSC in Y2, will pass. • Children are regularly practising their phonics learning at home.

	<ul style="list-style-type: none"> • By July 2024, all pupils entering KS2 are able to apply phonics to spelling.
<p>All lessons are engaging and exciting for pupils with exciting hooks and memorable learning taking place every day. The curriculum is designed to suit the interests of the children and our teaching staff are supported in their role through a clear CPD programme focused primarily on teaching and learning with links to the AIP.</p>	<ul style="list-style-type: none"> • Effective CPD across the year is provided and has a positive impact • All pupils during their time at WJA will make at least good progress across the curriculum, measured using teacher assessment, summative assessments and external data. • Every child will experience an Educational Visit / visitor each term.
<p>All pupils feel safe and happy and a whole school culture of wellbeing is a priority</p>	<ul style="list-style-type: none"> • We have an effective Mental Health Lead in school • Staff and pupil wellbeing survey shows happy staff / pupils • Academy ethos where wellbeing of all is a priority and an integral part of school life • 100% of parents state that their child is happy at school. • Staff absence is very low • Children demonstrate high self-esteem and have future aspirations. • Children know how to manage their feelings appropriately and are able to cope with expectations of learning independently, seeking help when needed. • Parents feel well supported and have strong relationships with school
<p>All pupils are able to access extra-curricular provision.</p>	<ul style="list-style-type: none"> • By July 2024, the academy offers a range of extra-curricular activities to all pupils from FS2-Y6, with close monitoring of SEND children and their uptake. • By July 2024, all pupils are able to discuss a hobby/interest they have beyond academic subjects.

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: £32,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Early Reading Leader to monitor phonics provision.	<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 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
Release time for SENDCo to monitor provision for pupils with SEND.	<p>EEF Improving Literacy in KS1 Recommendations 7 & 8</p> <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
Purchase of additional reading resources.	<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 	3, 4
High quality CPD	<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. 	6

	<ul style="list-style-type: none"> • 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 	
Provide high quality feedback to ensure pupils make better progress in lessons.	<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>	2. 4

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

Budgeted cost: £ 21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional speech and language therapy teaching /intervention.	<p>EEF Improving Literacy in KS1 Recommendations 1 & 8</p> <ul style="list-style-type: none"> • Additional speech and language therapy provision purchased in additional 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 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
Structured interventions to support catch-up and targeted support for individual pupils.	<p>EEF Making Best Use of Teaching Assistants Recommendations 5 & 6</p>	3

	<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. 	
TAs help pupils to develop independent learning skills.	<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. 	3
Provide tuition to a wide number of pupils that require academic support, resulting in rapid progress and 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	<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. • 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 	2
Deliver targeted intervention programmes that support both academic progress, mental health and wellbeing.	<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 https://bit.ly/3koaZTV 	2, 3, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<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 effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF 	2, 3

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of Trust EWO.	<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. 	1
Mental Health Lead appointed to support whole school ethos of wellbeing	<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 	6
Providing memorable, challenging and enjoyable experiences within the curriculum	<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. 	6
Subsidised trips and residential visit	<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. 	6
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

Total budgeted cost: £63,000

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.

Pupil performance in the 2022 statutory tests by disadvantaged pupils was strong, demonstrating effective use of pupil premium funding. Although in some areas the results are below national this is due to the small proportion of children eligible for funding in each year group and the percentage each child accounts for. 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.

In the EYFS, 50% of disadvantaged children (4 pupils) achieved a Good level of Development (GLD) compared to 67% of the whole cohort. All children made good or better progress from their starting point and all interventions showed impact.

The funding provided to support pupils in Key Stage 1 with the Phonics Screening Check was used effectively and produced strong results. 100% of disadvantaged pupils in Y1 achieved the required standard (compared to 90% of the whole cohort) and 50% (2 out of 4 pupils) in Y2 (compared to 95% of the whole cohort).

In Key Stage 1, 25% of disadvantaged pupils achieved the expected standard in reading and writing and 50% in maths. These figures are below others nationally, however, the intensive support in classrooms and focus within the curriculum has resulted in pupils making good progress. Our experience is that early intervention and support when the children are younger enables them to make rapid progress later in school.

Our disadvantaged pupils in KS2 (3 children) outperformed others nationally in writing with 66% achieving the expected standard. In reading and Maths 33% of pupils achieved expected meaning the combined figure was also 33%. All disadvantaged pupils made good progress by the end of KS2, demonstrating that our pupil premium strategy is successful, responds to the needs of our community and provides future promise.

The pandemic impacted on all our pupils and impacted our youngest pupils the most. Consequently, they will be our focus as we move into the next academic year and this is reflected in our new three-year strategy.

The attendance of disadvantaged pupils for 2021-22 was 92.8% compared to 94.4% for the whole academy. This is down on the figures from 2020-21 when disadvantaged pupils' attendance was 94.3% and the whole academy was 96.5%. The main reason for this is that for the year 2021-22 COVID related absence have gone against pupil's attendance.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A