

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 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.

### School overview

| Detail  | Data                          |
|---|-------------------------------|
| School name   | Thomas Deacon Academy Juniors |
| Number of pupils in school  | 360                           |
| Proportion (%) of pupil premium eligible pupils   | 26% - 92 pupils               |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2022/2023 to 2025/2026        |
| Date this statement was published   | December 2022                 |
| Date on which it will be reviewed   | July 2023                     |
| Statement authorised by   | Mrs L Burks                   |
| Pupil premium lead  | Miss E Gowers                 |
| Governor / Trustee lead   | Mr M Wright                   |

### Funding overview

| Detail (TDA whole school information)   | Amount                           |
|---|----------------------------------|
| Pupil premium funding allocation this academic year   | £721,650                         |
| Recovery premium funding allocation this academic year  | £178,147                         |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £50,229 (Covid recovery premium) |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £950,026                         |

# Part A: Pupil premium strategy plan

## Statement of intent

*At Thomas Deacon Academy, we ensure that Quality First Teaching and Literacy is at the heart of everything we do. Our Principles of Effective Teaching and Power Teaching models ensure we are taking an evidenced based approach to all learning and, through this, we aim to continue to close the attainment gap between disadvantaged children and their peers. We have a good understanding of the needs of our students and, alongside our character framework, our Pupil Premium strategy aims to build strong relationships with our local communities, provide rich extra-curricular experiences for all of our students and have the highest expectations of all.*

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Language and communication skills tends to be lower for some pupils eligible for PP than others.   |
| 2                | Involvement of families of disadvantaged pupils in their child's learning – lack of confidence or limited knowledge to support learning at home or attend school events.   |
| 3                | Social and emotional wellbeing requiring support   |
| 4                | Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.<br>Over the last 2 academic years, the gap between the attainment of PP and NPP in maths has widened by 9%. |
| 5                | Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have lower aspirations and a lack of understanding about future opportunities and career paths.   |

## 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 ensure the delivery of high-quality teaching, learning and assessment strategies in order to improve outcomes for all children. | <ul style="list-style-type: none"><li>The gaps between the attainment of PP and NPP in KS2 external SATS will be closed by at least 10% in maths.</li></ul> |

|  |  |
|--|--|
| <p>Improve oral language and communication skills for pupils eligible for PP.</p>                | <ul style="list-style-type: none"> <li>• All literacy and maths snapshots reveal that teachers are delivery high quality lessons for all children, encouraging the use of full sentences when communicating with others.</li> </ul>  |
| <p>To develop the involvement of families of disadvantaged pupils in their child's learning.</p> | <ul style="list-style-type: none"> <li>• The percentage of PP children who are reading at home 4 or more times a week will be the same as the percentage of NPP children.</li> <li>• Edulink will be used by 100% of PP families.</li> <li>• Edulink will provide a platform for all teachers to communicate positive feedback and progress in learning with PP families at least once a term.</li> <li>• Feedback from parents will show that they feel well informed about learning at home and at school.</li> </ul>  |
| <p>Children feel happy and safe in school, even if there are issues at home.</p>                 | <ul style="list-style-type: none"> <li>• Magic breakfast continues to ensure that PP pupils have a good breakfast to start the day.</li> <li>• For disadvantaged pupils to continue to participate in various sporting, competitive and enjoyable activities outside of the classroom</li> <li>• All disadvantaged pupils receive ample mentoring and support for their specific needs.</li> <li>• School to support disadvantaged pupils financially when necessary in extra-curricular activities such as music, sport, school trips and residential.</li> </ul> |
| <p>To improve the aspirations for all pupils, particularly our disadvantaged pupils</p>          | <ul style="list-style-type: none"> <li>• Children will have a greater understanding of higher education and career opportunities by the end of key stage 2.</li> </ul>   |

## 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: £ 71,770

| Activity   | Evidence that supports this approach  | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>McKie Mastery approach TDAJ to refine the Core Power teaching and learning, Power Literacy and Power Maths to ensure the best possible progress for all.</p> <p>4 HLTA's employed to enable the structure to be effective.</p> <p>CPD which is driven by gaps in 'teacher power performance'.</p> | <p>Core Power teaching and learning is a whole-school approach which integrates strong drivers of progress and achievement in very innovative ways. 1) Pupils are not automatically grouped by age but by where they are up to in their learning. 2) They all get feedback and encouragement at every stage of every lesson. 3) They work within a familiar lesson structure where the teacher leads them to independence and self-confidence in small manageable learning steps. 4) They are reviewed and regrouped as appropriate every eight weeks or so. 5) Skills mastery is linked to a rich vibrant curriculum where they put what they have learned to good use. 6) High levels of pupil engagement and good behaviour result from the well-paced, interesting lessons, motivational approaches and familiar routines and expectations.</p> | <p>1 and 4</p>                |
| <p>Purchase of Cornerstones Curriculum Maestro to secure a curriculum that is ambitious, broad and balanced, for all other subjects areas.</p>   | <p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials. Cornerstones provides us with a broad and balanced curriculum. It provides specific subject knowledge for all curriculum areas and it maps the curriculum to ensure it provides coverage and progression.</p>  | <p>1 and 4</p>                |
| <p>Rigorous data analysis and pupil tracking, to allow us to identify whether PP children are making appropriate progress and are on track to reach ARE.</p> <p>Barriers for each individual are identified and regular</p>  | <p>Rigorous data analysis will be used to identify the strengths and areas for development in each subject. Various interventions are then planned for each individual.</p> <p>It is important that time is spent identifying the individual barriers for each pupil and aiming to provide targeted support</p>   | <p>1 and 4</p>                |

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| meetings are held between CT and year group leads to discuss the progress of these individuals. |  |  |
|---|--|--|

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

Budgeted cost: £ 43,018

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Oral language interventions</p> <p>The development of language tools used across the curriculum, e.g. knowledge organisers in Humanities lessons where children are taught the vocabulary and how to use the words in context.</p> | <p>1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum.</p> <p>3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.</p>                                     | 1                             |
| <p>School led tutoring</p> <p>For a total of 53 children across the juniors. (Focused interventions for maths and writing)</p>  | <p>Tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.</p> | 1 and 4                       |
| <p>Sumdog subscription used for Maths, Spelling and Grammar</p>   | <p>To support the teaching and learning of key skills. To aid teachers with identifying strengths and areas for development for individuals.</p>   | 1,2,4                         |
| <p>Using EBEN (Everybody Every Night) to track the reading that is happening daily and targeting individual readers.</p>  | <p>As part of the EBEN program, the reading diaries will be checked daily and priority readers are identified. These children will be given the opportunity to read daily as part of a 1:1 session, focused on fluency and comprehension development.</p>  | 1,2,4                         |

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

Budgeted cost: £ 39,872

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Emotional wellbeing support provided through whole school character curriculum (Gold standard character Kite Mark) and additional interventions for those children who require it.</p>   | <p>Social and emotional learning is critical to our recovery from Covid-19. To achieve this, the SEL curriculum should be sequential, active, focused and explicit (SAFE), and ensure continuity through all year groups and stages of development.</p> <p>The EEF has found that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. A four-month gain in attainment is critical for pupils who have fallen behind during the pandemic.</p> | <p>3 and 1</p>                |
| <p>The Family Liason Officer will continue to provide support for those families who require it.</p>  | <p>Last year a significant number of families required support from specialist services accessed by the FLO, through the EHA process.</p>  | <p>2 and 3</p>                |
| <p>Wider opportunities are provided for PP children through the employment of the Pupil activity coordinator.</p> <p>Eg. Holiday and Food program, Childrens university opportunities and further enrichment .</p>  | <p>Children's enjoyment and aspirations will be raised, and they are offered new experiences.</p> <p>The Holiday and Food program, Childrens University and other enrichment events provide exciting enrichment for PP children during the school holidays or weekends. This is an excellent way to provide PP children with opportunities that they may not have experienced before.</p> <p>The Character team are also planning events to encourage parents to engage with school in a relaxed, fun way, whilst raising funds for charity.</p>   | <p>2 and 3</p>                |
| <p>A specialist music teacher will teach brass, woodwind and piano to Year 3, 4 and 5 disadvantaged pupils</p> <p>Curriculum linked school visits are subsidised to ensure that all children have access to a wide range of visits and experiences that enhance their ability to access the curriculum and raise their achievement and aspirations.</p> | <p>There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.</p> <p>Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.</p>  | <p>3</p>                      |

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|---|---|----------|
|   |   |          |
| <p>Engaging with Into University, a structured programme for all pupils which supports and enhances the National Curriculum whilst also inspiring them to think about their future education and the world of work.</p> | <p>'The IntoUniversity programme has a positive transformational impact on young people in terms of their academic success, attitudes to learning and social skills...IntoUniversity has played a key role in helping children and young people in clarifying, supporting and strengthening their aspirations and achieving their goals', The National Foundation for Educational Research.</p> | <p>5</p> |

**Total budgeted cost: £ 154,660**

## **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.

Our internal assessments during 2021/22 suggested that the outcome we aimed to achieve for year 4 and 5 were achieved in reading and writing but not maths. (See data analysis for CP1 and CP3 2022) Our assessment of the reasons for these outcomes points primarily to conceptual understanding in maths for all pupils. This will be a focus of the maths action plan 2022 onwards. CPD will be provided for staff, focusing on creating success steps that can be applied across a range of different mathematical problems.

Observations of lessons, planning scrutiny and book scrutiny during 2021/22 reveal that teachers are delivering high quality lessons for all children during Literacy and Maths. The McKie Mastery teaching approach is having a positive impact on the progress of PP learners. The quality of work produced by these individuals is high. Next year, Cornerstones Curriculum Maestro will be a focus for the whole school, in order to improve the quality of teaching and learning for other subject areas.

There is a significant gap in each year group between the number of PP children who are reading every night and the number of NPP children – see data from EBEN trackers. This should continue to be a focus for each year group. Targeted one to one reading was provided for children who were not reading as often at home. This year our school are going to be implementing Edulink as a tool to communicate more effectively with parents. We aim to use the messaging function to remind parents about the expectations of regular reading and to send regular updates about their child's progress.

Our assessments and observations indicated that pupil wellbeing and mental health were significantly impacted last year. This year the character curriculum has been embedded at the Juniors. The staff and children all have a better understanding of the 6 character pillars and how to reward behaviours linked to character. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in this plan.

This year we have provided a significant number of additional opportunities for our children, including the Holiday and Food program and Children's university opportunities. Over the summer holidays, we offered our first residential experience. Over the next academic year, we intend to reward children for attending HAF over the Christmas, Easter and Summer breaks.



## 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*

| <b>Programme</b>      | <b>Provider</b>  |
|-----------------------|------------------|
| TT Rockstars          | Maths Circle Ltd |
| Curriculum Maestro    | Cornerstones     |
| White Rose            | White Rose Maths |
| Switched On Computing | Rising Stars     |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| <b>Measure</b>   | <b>Details</b> |
|--|----------------|
| 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            |

## Further information (optional)

*n/a*