

Pupil premium strategy statement – TDA Juniors

Autumn 2022

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 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	2032 (Juniors and Seniors)
Proportion (%) of pupil premium eligible pupils	32.4% - TDA Juniors 35.8 % - TDA Seniors
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 to 2025
Date this statement was published	December 2022 (First edition – reviewed annually)
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs L Burks
Pupil premium lead	Miss E Gowers
Governor / Trustee lead	Chris Walford Update – John Turner

Funding overview

Detail (TDA whole school information)	Amount
Pupil premium funding allocation this academic year	£774,000 (Sep 2024 - £801,250)
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£774,000 (Sep 2024 - £801,250)

If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	
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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. 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 assessments indicate that there is an attainment gap between disadvantaged pupils and non in reading and maths.
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. Improve oral language and communication skills for pupils eligible for PP.	<ul style="list-style-type: none">• The gaps between the attainment of PP and NPP in KS2 external SATS will be closed by at least 10% in maths and reading.• Monitoring of English and maths lessons reveal that teachers are delivery high quality lessons for all children, encouraging the use

	<p>of full sentences when communicating with others.</p> <ul style="list-style-type: none"> • Each class will take part in 2 debate activities each term.
To develop the involvement of families of disadvantaged pupils in their child's learning.	<ul style="list-style-type: none"> • 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. • Bromcom will be used by 100% of PP families. Bromcom will provide a platform for all teachers to communicate positive feedback and progress in learning with PP families at least once a term. • Feedback from parents will show that they feel well informed about learning at home and at school.
Children feel happy and safe in school, even if there are issues at home.	<ul style="list-style-type: none"> • For disadvantaged pupils to continue to participate in various sporting, competitive and enjoyable activities outside of the classroom • All disadvantaged pupils receive ample mentoring and support for their specific needs. • School to support disadvantaged pupils financially when necessary in extra-curricular activities such as music, sport, school trips and residential.
To improve the aspirations for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Children will have a greater understanding of higher education and career opportunities by the end of key stage 2.

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: £ 400,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 HLTA's employed to teach additional English and Maths groups to ensure the curriculum meets the needs of our pupils.		1 and 4
Implementation of the Herts for Learning writing curriculum to develop teachers subject knowledge and ensure there is a progressive approach to teaching writing.	Herts for learning writing scheme has been developed based on the Ofsted English review 2022. ESSENTIALWRITING HFL Education	1 and 4
Implementation of a TDET pedagogy will ensure that the teaching and learning provides opportunities for all pupils to make good or better progress.	Trust pedagogy is an evidence-based approach to the delivery of teaching and learning. Developed by leaders across the Trust using research around best practice for the most effective lessons. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1 and 4
Purchase of Cornerstones Curriculum Maestro to secure a curriculum that is ambitious, broad and balanced, for all other subjects areas.	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. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk) A Choice of Curriculum Models from Cornerstones Education	1 and 4

<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 meetings are held between CT and year group leads to discuss the progress of these individuals.</p> <p>Purchase of 'Insight' to analyse data and track pupil progress</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>The use of Insight will improve our ability to track individual progress more quickly and analyse the data in greater detail.</p>	<p>1 and 4</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 150,000

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>	<ol style="list-style-type: none"> 1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 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. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development. 	<p>1</p>
<p>After school tuition and focused interventions for year 6 children. (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>	<p>1 and 4</p>

Online subscriptions used for Maths, Spelling and Grammar	To support the teaching and learning of key skills. To aid teachers with identifying strengths and areas for development for individuals.	1,2,4
Using EBEN (Everybody Every Night) to track the reading that is happening daily and targeting individual readers.	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.	1,2,4

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

Budgeted cost: £ 350,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional wellbeing support provided through whole school character curriculum (Gold standard character Kite Mark) and additional interventions for those children who require it.	<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>	3 and 1
The Family Liason Officer will continue to provide support for those families who require it.	Last year a significant number of families required support from specialist services accessed by the FLO, through the EHA process.	2 and 3
<p>Wider opportunities are provided for PP children through the employment of the FLO.</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 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>	2 and 3
A specialist music teacher will teach brass, woodwind	There is intrinsic value in teaching pupils creative and performance skills and ensuring	3

<p>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>disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or through 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>Engaging with 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>Last year, our children benefitted from engaging with the career program from IntoUniversity (see feedback and review from last year, pg 9 and 10). This year, we will continue to plan learning that will inspire children to consider future education and career opportunities. This learning will be included in the enrichment week planning and further opportunities will be arranged with external partners such as ARU or the nearby colleges.</p>	5

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 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. SATS results 2024 – In reading 70% of pupils eligible for PP achieved the expected standard or above compared with 61% of Non PP. In writing both groups achieved 56%. In Maths, 60% of pupils eligible for PP achieved the expected standard compared to 65% of Non PP (-5% gap). Last year, this gap was 23% so it has closed by 18%.

Internal data for other year groups has also been monitored closely. Attainment gaps have been identified for each year group. As a result, next year's strategy will focus on closing the attainment gaps in reading and maths.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance. The involvement of families has improved across the year. At the end of the year, 68% of pupils have achieved the EBEN reading award, showing an increased involvement of families with their child's reading at home. In addition to this 82% of families have used the Edulinkone app as a platform to communicate with school and gain positive feedback about their behaviour and learning. Feedback from parents showed that they feel well informed about learning at home and at school. (Parent voice Autumn 2023).

In addition to this, the HAF club continued to provide a wide range of opportunities to pupils during the holidays. The FLO has worked closely with families who require additional support at home or in school. As a result, ample mentoring, coaching or counselling has been organised to support different individuals.

Based on all the information above, the performance of our disadvantaged pupils met expectations, and we are at present on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above. We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

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
TT Rockstars	Maths Circle Ltd
Curriculum Maestro	Cornerstones
White Rose	White Rose Maths
Insight	Equin limited
Essential writing	HFL