

Pupil Premium Strategy Statement

Aughton Junior Academy

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	Aughton Junior Academy
Number of pupils in school	160
Proportion (%) of pupil premium eligible pupils	34%
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 2022
Statement authorised by	Rebecca Scutt
Pupil premium lead	Katy Wright
Governor / Trustee lead	Dominic Curran

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,905
Recovery premium funding allocation this academic year	£7,105
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£73,010

Part A: Pupil Premium Strategy Plan

Statement of Intent

As an inclusive academy, our intention is to provide an inspirational and inclusive teaching and learning environment with outstanding teaching and learning. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to remove low expectations, raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan aims to address the main barriers our children face and through rigorous tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success.

Challenges

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

Challenge number	Detail of challenge
1	Communication and interaction: Disadvantaged pupils (some) in the EYFS have lower than typical starting points when entering reception.
2	Phonics and early reading - due to early speech and language difficulties, the acquisition of phonics is a challenge for some of disadvantaged SEND pupils.
3	Reading fluency- delay in the ability to acquire phonics knowledge and the ability to decode, means some disadvantaged pupils struggle to develop reading fluency.
4	Language development– many pupils have a limited vocabulary due to early speech and language barriers as well as lack of reading opportunities and language development opportunities at home.
5	Memory & retention - especially in relation to learning mental maths strategies. Many disadvantaged pupils require repeated opportunities for overlearning and frequent practise of previously taught concepts.
6	Attendance and punctuality: Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. For Persistent absence to be reduced to below 1% and for attendance to be in line with all pupils.
7	Extra-curricular activities – cultivate opportunities for enhancing ‘cultural capital’ through enrichment and experience.

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
Pupils have access to increased speech and language intervention.	<ul style="list-style-type: none"> • S&L barriers are identified prior to transition into FS2. • Baseline and regular structured interventions: evidence high impact and rates of progress for every child starting point. • Children grow in confidence and become effective communicators. • Pupils with identified speech and language difficulties are able to access additional support from a speech therapist in the academy. • SEND/Inclusion leads to deliver CPD to ensure ALL staff can deliver speech and language programmes more confidently and effectively. • Academy to work in partnership with parents to ensure programmes are delivered at home.
The ACET SSP has high impact on ALL pupils' phonics acquisition.	<ul style="list-style-type: none"> • All children's progress is tracked half termly with high impact catch up sessions delivered to ensure identified gaps are addressed. • All pupils enter KS2 being able to apply phonics to spelling by 2023. • 100% of pupils at the end of FS2 score 20+ on the 2022 PSC. • 100% of pupils pass the national 2022 PSC at the end of Y1 with a large proportion scoring 40 marks. • 100% of pupils score 40marks by the end Y2 PSC.
ALL pupils can read fluently by the end of KS1.	<ul style="list-style-type: none"> • All children acquire the appropriate phonics skills to enable them to read fluently. • Children demonstrate good comprehension of what they have read in 'key reading skills', 'class texts' and 'reading into writing texts'. • Home school reading books are matched by class teachers with the phonics phase being taught to ensure reading fluency is prioritised. • Barriers which prevent a delay in the ability to acquire phonics knowledge and the ability to decode are identified and addressed through timely interventions. • Disadvantaged children get the opportunity to read to an adult in the academy on a daily basis. • Pupils are able to use subject-specific language when recalling their learning with increasing consistency.
ALL children read regularly and use reading opportunities to extend their vocabulary range.	<ul style="list-style-type: none"> • Early identification of language barriers on entry to FS2.

	<ul style="list-style-type: none"> • Children are listened to read regularly by adults in school and is evidenced in pupil planners. • Parent read regularly with children at home and achieve the 'five reads' target. • Children who are not supported at home are prioritised for regular 1:1 reading and evidenced in planners. • Key reading skills monitoring evidences a significant improvement in language development across all key stages. • Children's language range increases through the 'clarify' aspect of key reading skills and the use of the academy vocabulary trees. • Pupil books evidence the use of newly acquired language being used in context in independent writing. • Pupil voice and teacher tracking evidences a 'love of reading'. • FS2, KS1 and KS2 attainment in reading to be at least in line with the national average in 2022 with an increase in the proportion of pupils achieving greater depth by the end of KS1 improving year on year.
<p>Pupils are able to recall and apply mental maths strategies consistently.</p>	<ul style="list-style-type: none"> • Metacognitive strategies and mathematical resources are regularly used and evidenced in subject monitoring. • Opportunities for overlearning and frequent practise of previously taught concepts is an embedded part of maths quality first teaching. • Mental maths gaps are identified and addressed weekly. • Pupil voice evidences the importance and effective use of mental maths strategies. • Outcomes in Mathematics are in line with 2019 national average in EYFS, KS1 & KS2 by July 2022 with an increase in the proportion of pupils achieving greater depth by the end of KS1 improving year on year.
<p>Pupils arrive on time ready to learn and attend regularly.</p>	<ul style="list-style-type: none"> • Whole academy attendance is in line with the 2019 national average in 2022. • Disadvantaged attendance to be in line with all pupils by 2024. • Persistent absence to be at least in line with the 2019 national average of 8.7% and below the local average of 10.6% in 2022 and to be significantly below the national measure by 2024.
<p>Cultivate opportunities for enhancing 'cultural capital' through extra curriculum activities and enrichment experiences.</p>	<p>Improve the range of activities and experiences (cultural capital) which disadvantaged children would otherwise be unable to access through</p> <ul style="list-style-type: none"> Breakfast club Educational visits Instrumental music lessons After school clubs

	Swimming Bike ability Professional coaching Enrichment activities such as ice skating/professional football Residential opportunities Cultural enrichment days Outdoor learning/team building Aspiration speakers Public speaking events To deliver a wider range of pupil selected lunchtime and afterschool activities by the end of 2023.
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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: £ 38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 SSP. Weekly CPD to secure the consistency and impact of highly structured interventions. 	2 & 3 £12,000 £5,000
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"> Regular class support to model effective strategies to address identified SEND barriers. Regular support to ensure ALL teachers embed inclusive practice within their delivery of Quality First teaching. Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact. 	1 & 4 £6,000
Purchase of additional reading resources.	EEF Improving Literacy in KS1 Recommendations 3 & 4	2, 3 & 4 £9,000

	<ul style="list-style-type: none"> • Successful implementation of a SSP. 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. 	
Additional HLTA appointed to deliver cover for curriculum monitoring as well as timely interventions.	EEF Improving Literacy in KS1 Recommendation 8 <ul style="list-style-type: none"> • Purchase of additional mental maths resources to identify and develop mental maths gaps and skills. • Purchase '5 Minute Box' resources to address poor retention of English and maths basic skills • A small number of pupils require additional targeted support to develop speech and language, English and maths basic skills. • Small group intervention support in place which is regularly reviewed. 	4 & 5 £6,000

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

Budgeted cost: £ 33,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional speech and language therapy teaching /intervention.	EEF Improving Literacy in KS1 Recommendations 1 & 8 <ul style="list-style-type: none"> • Speech and Language assessment and intervention programme purchased to support swift response to identified barriers. • Staff training to secure consistency in approach to delivery highly structured interventions. Specialist speech and language therapy provision purchased due to increasing number of pupils presenting with complex speech, language and communication SEND needs. • Additional member of support staff appointed within the inclusion team to implement advice from speech and language therapist in order to ensure all relevant pupils have access to allocated support. 	4 £2,000 £8,000 £8,000

<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"> • Dedicated HLTA and TA time to focus on PP children: • Keep-up sessions • Pre-teach sessions • Emotional and social support groups • Targeted support within the classroom • Whole school CPD to ensure consistency of approach • • Interventions – fine motor, gross motor, visual perception • 1-1 support for targeted children • ACET Inclusion Manager supporting training and delivery of intervention support. • Clear entry and exit points assessed to evaluate effectiveness and impact. 	<p>3</p> <p>£15,000</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 9,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trust appointed EWO and academy Inclusion Manager</p>	<ul style="list-style-type: none"> • Daily contact with a trusted adult is imperative to improving attendance at Lowedges. • EWO home visits support parents/carers to get their child to school. • Readiness to learn: Continued development of a breakfast club to provide pupils with a nutritious breakfast and exercise before school. 	<p>2</p> <p>£9,000</p>

	<ul style="list-style-type: none">• Attendance: Use of trust EWO to improve attendance and foster links with parents.• Inclusion manager works in conjunction with parents to build positive purposeful relationships which promote good attendance and punctuality.	
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Total budgeted cost: £80,000

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 2020 to 2021 academic year.

Strategy aims for disadvantaged pupils

Aim	Measure
<p>Priority 1-3 Create and implement a trust wide SSP.</p>	<p>The ACET Phonics and Early Scheme was developed by phonics professionals in the trust and implemented by the Phonics and Early Reading Leader in AJA. Thorough CPD was delivered to all members of staff in school prior to the implementation with regular refresher training and feedback from rigorous monitoring in the MER cycle to develop a team of phonics experts and consistency in the academy.</p> <p>Decodable home school reading books were purchased and matched to the ACET SSP with all children accessing books matched to the pupils' current level of phonics.</p> <p>Love to read books were purchased to increase and raise the engagement of reading based on the pupil voice and interests. This has resulted in an increase of home reads by pupils in all year groups.</p> <p>Pupils identified as working behind current level of phonics expectations were targeted through the Catch Up Phonics programme (CUPs) which resulted in pupils making accelerated progress to catch up and closing the attainment gap in reading.</p> <p>The impact of the priorities for disadvantaged pupils was that pupils made more than expected progress in the CUPs phonics programme and pupils can read the books fluently as they are aligned to the phonics scheme teaching.</p> <p>Impact can be measured through increased phonics acquisition through regular assessments and with an increase in the proportion of pupils passing the phonics screening measure.</p> <p>FS – impact can be evidenced by 86.4% of pupils scoring 20+ marks in the 2019 PSC which was delivered in July 2021. Baseline outcomes in the Autumn term 2021 further evidence high retention of taught phonics skills and high quality phonics teaching with 90.4% of the cohort now scoring 20+ marks, with a third of the cohort already passing the check score of 32.</p> <p>Y1 – impact can be evidenced by 72% of the children now scoring 32+ in the PSC measure compared to 32% in the autumn term, the proportion of pupils scoring our target of 40 marks has also improved to 44% with the average phonics score improving from 20.7 at FAP1 to 35.6 this term.</p> <p>Y2 – impact can be evidenced by the cohorts average phonics score of 37.7 and 93% pass rate with 48% of the cohort now scoring 40 marks and 78% scoring 38+ marks on their most recent check this term.</p>

Targeted academic support for previous academic year 2020-2021

Aim	Measure
Priority 1-2 CPD to ensure ALL staff become experts in delivering the ACET SSP.	Targeted support for disadvantaged pupils the training for the ACET SSP was delivered alongside refresher training half termly with feedback from monitoring to ensure all teachers of phonics are experts. Whole school – impact evidenced by disadvantaged pupils making more than expected progress in the CUPs phonics programme reading.

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

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.