

**Pupil Premium Report – Impact Report for academic year 2022 / 2023**

Detail	Data
Academy name	Listerdale Junior Academy
Number of students/pupils in the academy in 2022/23	338 + 37 FS1
Total funding - Pupil premium & Recovery premium allocation academic year 2022/23	£30,041.00
Proportion (%) of pupil premium eligible students/pupils	5.1%
Proportion (%) of pupil premium eligible students/pupils who are also SEND	7.7%
<b><u>Headline figures for summer 2023:</u></b>	
GLD <b>*National average 67%</b>	79%
GLD (PP)	N/A
Y1 Phonics <b>*National avg 79%</b>	80%
Y1 Phonics (PP)	25%
Y2 Phonics <b>*National avg 89%</b>	92%
Y2 Phonics (PP)	100%
KS1 EXP Reading <b>*National avg 68%</b>	73%
KS1 EXP Reading (PP)	83%
KS1 EXP Writing <b>*National avg 60%</b>	66%

KS1 EXP Writing (PP)	83%
KS1 EXP Maths <b>*National avg 70%</b>	80%
KS1 EXP Maths (PP)	83%
KS2 EXP Reading <b>*National avg 75%</b>	65%
KS2 EXP Reading (PP)	33%
KS2 EXP Writing <b>*National avg 69%</b>	69%
KS2 EXP Writing (PP)	33%
KS2 EXP Maths <b>*National avg 71%</b>	71%
KS2 EXP Maths (PP)	33%
KS2 Reading, writing, maths combined <b>*National avg 59%</b>	54%
KS2 Reading, writing, maths combined (PP)	33%
Attendance (all)	94.9%
Attendance (PP)	92.5%
Suspensions (all)	1 pupil (1 suspension)
Suspensions (PP)	0

Suspensions (PP who are also SEND)	0
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Teaching	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
Release time for Early Reading Leader to monitor phonics provision.	<b>EEF Improving Literacy in KS1 &amp; KS2</b> <b>Recommendations 2, 3 &amp; 8</b> <ul style="list-style-type: none"> <li>Robust training programme/ monitoring /evaluation of phonics teaching.</li> <li>Continue to embed consistent approach to the teaching of phonics through the ACET Phonics Programme.</li> <li>Staff training to secure consistency in approach to deliver high quality, structured interventions.</li> </ul>	1  £5,000	Reading Lead is released from class teacher role to monitor the delivery of phonics. Monitoring also intervention time. Live coaching takes place to ensure a consistent approach is used and small tweaks are made in a timely fashion. Support from ACET phonics lead when required. 80% of Year 1 pupils passed the phonics screener this year, but only 25% pf pupil premium (1 out of 4) . This rises to 100% pf pupil premium children passing in Y2.
Release time for Maths Leader to monitor maths provision	<b>EEF Improving Mathematics in KS1 &amp; KS2</b> <b>Recommendations 5,6 &amp;7</b> <ul style="list-style-type: none"> <li>Robust training programme/ monitoring /evaluation of Maths teaching.</li> <li>Continue to embed consistent approach to the teaching of times tables and mental maths</li> </ul> Staff training to secure consistency in approach to delivery of highly structured interventions.	2 & 5  £5,000	Y2 83% (above whole cohort) in Maths Y6 33% (1 out of 3 children) EXP  Maths Lead monitor through book scrutiny and lesson observations. Maths Lead deliver staff meetings and bespoke training after monitoring. Pupil voice of pp pupils shows they enjoy maths and get the help they need. KS2 pp report they find some aspects challenging but that staff help them.

<p>Release time for English lead to monitor reading skills provision and English across the curriculum.</p>	<p><b>EEF Improving Literacy in KS2</b>  <b>Recommendations 1, 2, 3 &amp; 6</b></p> <ul style="list-style-type: none"> <li>• Development of an effective reading skills curriculum across Key Stage 2 with emphasis on spelling (encoding).</li> <li>• Staff training to ensure consistency in approach.</li> <li>• Release time to monitor the impact of reading skills on pupils' reading abilities and vocabulary development.</li> <li>• Support and training for colleagues in reading into writing across the curriculum and encouraging automaticity and accuracy.</li> </ul>	<p>1 &amp; 4</p> <p>£3, 000</p> <p>£1, 000</p> <p>£3, 000</p>	<p>Reading skills approach introduced across KS2. Yet to see impact as only 33% in Y6 (1 out of 3 children) but having positive impact in lower KS2.</p> <p>English Lead delivered a number of training sessions and supported staff who are less confident.</p> <p>Monitoring of lessons and planning taken place and tweaks made when needed.</p>
<p>Release time for SENDCo to monitor provision for pupils with SEND.</p>	<p><b>EEF Improving Literacy in KS1 &amp; KS2</b>  <b>Recommendations 7 &amp; 8 (KS1) and 6 &amp; 7 (KS2)</b></p> <ul style="list-style-type: none"> <li>• In class support to model strategies to use to meet the needs of pupils with SEND – securing Quality-First teaching.</li> <li>• Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact.</li> </ul>	<p>3</p> <p>£4,000</p>	<p>SENCO is released to support staff in identifying barriers to learning, suggest strategies to implement, ensure staff are meeting the needs of all pupils and to ensure interventions are having an impact 3/39 of our SEND pupils are also on the pupil premium register and these are monitored closely in terms of their attendance and progress. The impact of high quality first teaching is SEND pupils are making progress.</p> <p>Grids for Learning reflect the children's needs and monitoring shows that provision is good for SEND pupils.</p>

Purchase of additional reading resources.	<b>EEF Improving Literacy in KS1 and KS2</b> <b>Recommendations 3 &amp; 4 (KS1) and 2 (KS2)</b> <ul style="list-style-type: none"> <li>• Successful implementation of a systematic phonics programme. Additional books/resources purchased to match the ACET/Listerdale Phonics Programme.</li> <li>• Promotion of reading for pleasure and a love of reading through additional library resources.</li> <li>• Purchase of additional reading resources to develop reading comprehension Y2-Y6.</li> <li>• Books purchased to support reading across the curriculum.</li> </ul>	1  £2,000	As noted above in Phonics, the impact is evident, especially by the time children leave Y2.  Additional reading for pleasure books purchased and children taking them home weekly, with levelled book.  Bespoke selection box available for the lower ability KS2 readers to ensure they read age-appropriate texts.
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Targeted academic support	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
Early Language Intervention and additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	<b>EEF Improving Literacy in KS1</b> <b>Recommendations 1 &amp; 8</b> <ul style="list-style-type: none"> <li>• Early identification of pupils with early language needs to access the NELI/Talk boost programmes alongside high quality, structured programmes of intervention.</li> <li>• Staff training to secure consistency in approach.</li> <li>• Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</li> </ul>	1  £2, 000	Phonics in Y1 shows only 33% of pupil premium pupils to pass (1 out of 3). Targeted intervention needed in Y2 to address this.  Training ensured consistency. Weekly monitoring of phonics by Phonics Lead.  Children in small groups to ensure phonics delivery matches their needs.
Structured interventions to support catch-up and targeted support for individual SEND pupils.	<b>EEF Making Best Use of Teaching Assistants</b> <b>Recommendations 4 &amp; 5</b> <ul style="list-style-type: none"> <li>• ACET Inclusion Manager supporting training and delivery of intervention support.</li> </ul>	3  £3,000	Interventions timetabled on provision map, with SENDCo overseeing these.  Pupil progress meetings with a focus on pupil premium and book scrutiny focus on pupil premium pupils.

	<ul style="list-style-type: none"> <li>• Clear entry and exit points assessed to evaluate effectiveness and impact.</li> </ul>		
<p>TAs help pupils to develop independent learning skills.</p> <p>Deliver targeted intervention programmes that support both academic progress, mental health and wellbeing.</p>	<p><b>EEF Making Best Use of Teaching Assistants Recommendations 2 &amp; 3</b></p> <ul style="list-style-type: none"> <li>• In class support and training for TAs to ensure they are supporting teachers to secure Quality First Teaching and provision in the classroom.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>1,2,5 &amp; 7</p> <p>£3,000</p>	TA training to ensure support of quality first teaching. Review cycle involved TAs in evaluating pupil data at pupil progress meetings.
		<p>7</p> <p>£2,000</p>	

Wider strategies	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
<p>Work closely with the attendance team and allocated EWO to provide further attendance support for vulnerable pupils</p>	<p><b>EEF Working with parents to support children's learning</b></p> <p><b>Recommendations 1, 2 and 4</b></p> <ul style="list-style-type: none"> <li>• Close monitoring and tracking of pupil attendance (weekly) and specific, targeted intervention with key pupils.</li> <li>• Supporting families where there are difficulties in ensuring regular attendance at school. Working with multi-agencies to put in place packages of support for pupils and their families.</li> </ul>	<p>2</p> <p>£2,000</p>	<p>Attendance end of 2022-23 was 94.9% for whole school and 92.5% for pp children. This needs to be a focus in 2023-24.</p> <p>Punctuality has greatly improved.</p> <p>EWO and Inclusion Lead have strong relationships with target families. Inclusion manager works in conjunction with parents to build positive purposeful relationships which promote good attendance and punctuality.</p> <p>Breakfast club numbers are rapidly increasing – pupil premium children targeted for this.</p>
<p>Provide social and emotional support and enrichment opportunities for children – promoting wellbeing and making school and learning more accessible</p>	<p><b>EEF Improving Social and Emotional Learning in Primary Schools</b></p> <p><b>EEF Arts participation and academic outcomes</b></p> <ul style="list-style-type: none"> <li>• Provide additional mentoring opportunities for pupils with social, emotional and/or behavioural needs. Ensure that pupils access SEMH support where appropriate (Inclusion Manager and designated TA).</li> <li>• Provide a wide range of extra-curricular clubs and enrichment so that pupils can build their cultural capital and develop skills and interests outside of the curriculum.</li> <li>• Disadvantaged pupils to have priority to attend lunch time and after school clubs</li> </ul>	<p>6</p> <p>£3,000</p>	<p>Inclusion Manager / SENDCo refers to outside agencies for additional SEMH guidance, eg Aspire Outreach – worked with 1 pupil premium child. Impact seen in positive behaviour choices, improved emotional regulation and accessing learning.</p> <p>PE Lead monitors pupil premium uptake at clubs. Target met of above 50%.</p> <p>Extra-curricular events pupil premium pupils are targeted.</p>

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