

Pupil Premium Report – Impact Report for academic year 2023/ 2024

Detail	Data
Academy name	Listerdale Junior Academy
Number of students/pupils in the academy in 2022/23	325 + 34 FS1
Total funding - Pupil premium & Recovery premium allocation academic year 2023/24	£32,000
Proportion (%) of pupil premium eligible students/pupils	7.52%
Proportion (%) of pupil premium eligible students/pupils who are also SEND	14.8%
Headline figures for summer 2024:	
GLD *National average 68%	73%
GLD (PP)	75%
Y1 Phonics *National average 80%	86%
Y1 Phonics (PP) *National average 68%	0%
Y2 Phonics *National avg 89%	91%
Y2 Phonics (PP)	67%
KS1 EXP Reading	67%
KS1 EXP Reading (PP)	0%
KS1 EXP Writing	65%

KS1 EXP Writing (PP)	0%
KS1 EXP Maths	77%
KS1 EXP Maths (PP)	33%
KS2 EXP Reading *National average 74%	90%
KS2 EXP Reading (PP)	75%
KS2 EXP Writing *National average 72%	88%
KS2 EXP Writing (PP)	75%
KS2 EXP Maths *National average 73%	88%
KS2 EXP Maths (PP)	75%
KS2 Reading, writing, maths combined *National average 61%	82%
KS2 Reading, writing, maths combined (PP)	75%
Attendance (all)	95%
Attendance (PP)	93.2%
Suspensions (all)	0
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 2023 - 20234
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Release time for Early Reading Leader to monitor phonics provision.	<p>EEF Improving Literacy in KS1 & KS2 Recommendations 2, 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 deliver high quality, structured interventions. 	1 £5,000	<p>Reading Lead is released from class teacher role to monitor the delivery of phonics and provides live coaching which takes place to ensure a consistent approach is used and small tweaks are made in a timely fashion.</p> <p>Daily intervention is prioritising keep up not catch up in the form of 3 x daily grid time for the PP cohort and there is impact of this in an increase in pupil progress.</p>
Release time for Maths Leader to monitor maths provision	<p>EEF Improving Mathematics in KS1 & KS2 Recommendations 5,6 &7</p> <ul style="list-style-type: none"> • Robust training programme/ monitoring /evaluation of Maths teaching. • Continue to embed consistent approach to the teaching of times tables and mental maths <p>Staff training to secure consistency in approach to delivery of highly structured interventions.</p>	2 & 5 £5,000	<p>Y6 progress and attainment in maths is strong with $\frac{3}{4}$ pupils 75% achieving EXS.</p> <p>Maths Lead monitor through book scrutiny and lesson observations. Maths Lead delivers staff meetings and bespoke training after monitoring. Pupil voice of pp pupils shows they enjoy maths and get the help they need. KS2 pp voice stated that pupils are feeling more confident in maths and the strategies that have been embedded throughout school as part of lesson starters.</p>

<p>Release time for English lead to monitor reading skills provision and English across the curriculum.</p>	<p>EEF Improving Literacy in KS2 Recommendations 1, 2, 3 & 6</p> <ul style="list-style-type: none"> • Development of an effective reading skills curriculum across Key Stage 2 with emphasis on spelling (encoding). • Staff training to ensure consistency in approach. • Release time to monitor the impact of reading skills on pupils’ reading abilities and vocabulary development. • Support and training for colleagues in reading into writing across the curriculum and encouraging automaticity and accuracy. 	<p>1 & 4 £3, 000 £1, 000 £3, 000</p>	<p>Reading skills approach introduced across KS2. Positive feedback from July 2024 ‘Ofsted’. Impact beginning to be seen in end of KS2 outcomes with 100% achieving ARE</p> <p>English Lead continues to deliver CPD to staff and attends LA subject lead training.</p> <p>Monitoring of lessons and planning taken place with time feedback, keeps and tweaks given to staff.</p>
<p>Release time for SENDCo to monitor provision for pupils with SEND.</p>	<p>EEF Improving Literacy in KS1 & KS2 Recommendations 7 & 8 (KS1) and 6 & 7 (KS2)</p> <ul style="list-style-type: none"> • In class support to model 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. 	<p>3 £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 14% of our SEND pupils are also on the pupil premium register and these are monitored closely in terms of their attendance, progress and attainment. 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. Positive feedback from July 2023 ‘Ofsted’.</p>

Purchase of additional reading resources.	EEF Improving Literacy in KS1 and KS2 Recommendations 3 & 4 (KS1) and 2 (KS2) <ul style="list-style-type: none"> • Successful implementation of a systematic phonics programme. Additional books/resources purchased to match the ACET/Listerdale Phonics Programme. • Promotion of reading for pleasure and a love of reading through additional library resources. • Purchase of additional reading resources to develop reading comprehension Y2-Y6. • Books purchased to support reading across the curriculum. 	1 £2,000	<p>As noted above in Phonics, the impact is evident, especially by the time children leave Y2.</p> <p>Children continue to have access to updated reading for pleasure books alongside their levelled reading book and hard copies of class texts used in English and Reading Skills were purchased.</p> <p>Bespoke selection box available for the lower ability KS2 readers to ensure they read age-appropriate texts.</p>
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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.	EEF Improving Literacy in KS1 Recommendations 1 & 8 <ul style="list-style-type: none"> • Early identification of pupils with early language needs to access the NELI/Talk boost programmes alongside high quality, structured programmes of intervention. • Staff training to secure consistency in approach. • Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks 	1 £2, 000	<p>Targeted intervention in place for pupils who did not meet Wa standard for Y1 Phonics Screening Check in addition to small groups to ensure phonics delivery matches their needs.</p> <p>Training ensured consistency. Regular monitoring of phonics by Phonics Lead.</p>
Structured interventions to support catch-up and targeted support for individual SEND pupils.	EEF Making Best Use of Teaching Assistants Recommendations 4 & 5 <ul style="list-style-type: none"> • ACET Inclusion Manager supporting training and delivery of intervention support. 	3 £3,000	<p>Inventions timetabled on provision maps, with SENDCo / Inclusion Team monitoring.</p> <p>Pupil progress meetings with a focus on pupil premium and book scrutiny focus on pupil premium pupils.</p>

	<ul style="list-style-type: none"> • Clear entry and exit points assessed to evaluate effectiveness and impact. 		
<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>EEF Making Best Use of Teaching Assistants Recommendations 2 & 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. • 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. • 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. 	<p>1,2,5 & 7</p> <p>£3,000</p> <p>7</p> <p>£2,000</p>	<p>TA CPD to ensure support of quality first teaching with support from Aspire to deliver interventions for TA to train alongside and then lead.</p> <p>Dyslexia screener CPD to support identification of possible needs sooner.</p>

Wider strategies	Evidence that supports this approach	Challenge number(s) addressed	Impact 2023 - 2024
<p>Work closely with the attendance team and allocated EWO to provide further attendance support for vulnerable pupils</p>	<p>EEF Working with parents to support children’s learning</p> <p>Recommendations 1, 2 and 4</p> <ul style="list-style-type: none"> • Close monitoring and tracking of pupil attendance (weekly) and specific, targeted intervention with key pupils. • 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. 	<p>2</p> <p>£2,000</p>	<p>Attendance end of 2023-24 was 95% for whole school and 93.2% for pp children. This is an increase of +0.7% on 2022-23.</p> <p>Punctuality continues to be closely monitored and impact has seen a reduction in the number of L and U marks being issued.</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 and offered places whenever needed.</p>
<p>Provide social and emotional support and enrichment opportunities for children – promoting wellbeing and making school and learning more accessible</p>	<p>EEF Improving Social and Emotional Learning in Primary Schools</p> <p>EEF Arts participation and academic outcomes</p> <ul style="list-style-type: none"> • 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). • 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. 	<p>6</p> <p>£3,000</p>	<p>Inclusion Manager / SENDCo refers to outside agencies for additional SEMH guidance, eg Aspire Outreach. 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% (63%).</p> <p>Extra-curricular events pupil premium pupils are targeted and offered places.</p>

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| | <ul style="list-style-type: none">• Disadvantaged pupils to have priority to attend lunch time and after school clubs | | |
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