

# Pupil Premium Strategy Statement

## Listerdale Junior Academy

This statement details our academy'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 outcomes for our disadvantaged pupils last academic year.

### Academy Overview

Detail	Data
Academy name	Listerdale Junior Academy
Number of pupils in school	332 + 31 FS1
Proportion (%) of pupil premium eligible pupils	6.6% (22 pupils)
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2024 - 2025 2025 - 2026 2026 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	July 2027
Statement authorised by	Rebecca Scutt
Pupil premium lead	Cathryn Keeton
Governor / Trustee lead	Clare Learad

### Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,010
Recovery premium funding allocation academic year 2023-24	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,010</b>

# Part A: Pupil Premium Strategy Plan

## Statement of Intent

Listerdale Junior Academy recognizes the unique challenges faced by Pupil Premium students, including those from disadvantaged backgrounds, and seeks to address barriers to learning through targeted support, enrichment, and community-building initiatives.

Educational disadvantage includes all pupils whose achievement is a risk because of the impact of their social and economic circumstances. Our intention is that for all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. A focus of our pupil premium strategy is to support disadvantaged children to achieve that goal, including progress for those who are already high attainers.

The principles of Listerdale Junior Academy's Pupil Premium Strategy are:

**Ambition:** All pupils, regardless of background, will achieve their full potential, with a focus on improving academic outcomes, narrowing the achievement gap, and providing holistic support.

**Sustainability:** Build on effective strategies while ensuring continuous improvement and long-term impact.

**Tailored Support:** Identify individual needs early and provide targeted, evidence-based interventions.

**Parental and Community Engagement:** Strengthen relationships with families and local communities to ensure collaborative, holistic support.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Improve Academic Outcomes for Pupil Premium Students</b> Standardised assessment data and internal summative assessment show a proportion of disadvantaged pupils are working below age related expectation in reading, writing and maths.
2	<b>Enhance Social Integration</b> Some disadvantaged pupils do not have the enrichment opportunities outside of school that their peers enjoy and data suggests that fewer disadvantage pupils readily and consistently access and attend extra-curricular activities on offer through school and by external providers at school.
3	<b>Increase Parental Involvement and Engagement</b>

	Disadvantaged families can have difficulties engaging with school communication and this can cause a barrier to pupils learning and parental engagement with learning.
4	<b>Enhanced opportunities for emotional wellbeing</b> Some pupils experience difficulties in and out of school and need additional social and emotional support. Some disadvantaged pupils can struggle with additional demands upon them which are completely out of their control. They may not have the opportunity/ability to verbalise additional difficulties they face.

## 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
Improvement in academic performance	By the end of the three-year strategy, we aim for a significant improvement in the percentage of Pupil Premium pupils achieving age-related expectations (ARE) and greater depth in reading, writing, and mathematics across all year groups.
Closing the attainment gap	Disadvantaged pupils should be making progress in line with their peers, reducing the achievement gap between Pupil Premium pupils and non-Pupil Premium pupils.
Increased participation in extracurricular activities	By the end of the strategy, we aim for higher participation rates in extracurricular activities for Pupil Premium pupils, ensuring they have equal opportunities to enrich their social experiences.
Broader cultural and social experiences	Disadvantaged pupils will have increased access to cultural capital activities, such as trips, clubs, and special events, to help them develop confidence and social skills.
Stronger parent-school relationships	By the end of the strategy, Pupil Premium families will have improved engagement with the school, particularly in areas such as parent-teacher meetings, workshops, and communication about pupils' progress.
Improved academic support at home	Parents will be better equipped to support their child's learning at home, leading to an overall improvement in student achievement.
Improved emotional wellbeing	Disadvantaged pupils will have better access to support services aimed at improving mental health, resilience, and social-emotional development.
Increased confidence and emotional regulation	Pupils will be more equipped to handle challenges and communicate their feelings, which will lead to improved behaviour and learning outcomes.

## 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:** £ 18,000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPLD for all adults on the challenges of educational disadvantage and how pupils' needs can be met to enhance learning opportunities and improve outcomes.	EEF Implementation Guidance Report ad behavioural science suggests underlying beliefs and values need changing to make sustained changes to classroom practice.	1
Develop pupils' ability to retain previously taught skills and knowledge through spaced retrieval practice.	EEF Guidance report on Effective Personal Development suggests that focusing on an element of professional development 'spaced retrieval' through CPDL can have a sustained impact on pupils' progress and outcomes.	1
Improve the subject-specific teaching and support of reading, writing and oracy in all lessons with a focus on vocabulary.	EEF Improving Literacy in KS1 and KS2 with a focus on developing pupils' language capabilities and develop fluent reading.	1
Develop better use of assessment to identify issues early. Provide training on how to interpret assessment data (NFER) and systems improved to ensure regular reviews of progress.	High quality assessment (summative tests) can provide reliable insights into the specific strengths and weaknesses of each pupil to hep ensure they receive the correct additional support through intervention, tailored to their need.	1

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

**Budgeted cost:** £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Language Intervention and additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	EEF Improving Literacy in KS1 Recommendations 1 & 8 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 & 4
TAs help pupils to develop independent learning skills.	EEF Making Best Use of Teaching Assistants Recommendations 2 & 3 In class support and training for TAs to ensure they are supporting teachers to secure Quality First Teaching and provision in the classroom.	1 & 4

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

**Budgeted cost:** £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Work closely with the attendance team and allocated EWO to provide further attendance support for vulnerable pupils	EEF Working with parents to support children's learning Recommendations 1, 2 and 4 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.	3
Provide social and emotional support and enrichment opportunities for children - promoting wellbeing and making	EEF Improving Social and Emotional Learning in Primary Schools EEF Arts participation and academic outcomes Provide additional mentoring opportunities for pupils with social, emotional and/or behavioural needs. Ensure that pupils access SEMH support	2,3 & 4

<p>school and learning more accessible</p>	<p>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.          Disadvantaged pupils to have priority to attend lunch time and after school clubs</p>	
<p>TA timetabled group / 1:1 interventions on advice from external professionals</p>	<p>EEF Making Best Use of TAs across EYFS, KS1 &amp; KS2 recommendations 5 &amp; 6.          Targeted personalised / group interventions based on external advice.</p>	<p>1 &amp; 4</p>

**Total budgeted cost: £38,000**