

Pupil Premium Report – Impact Report for academic year 2024/ 2025

Detail	Data
Academy name	Listerdale Junior Academy
Number of students/pupils in the academy in 2024/25	357
Total funding - Pupil premium & Recovery premium allocation academic year 2024/25	£41,028
Proportion (%) of pupil premium eligible students/pupils	8% (29 chd)
Proportion (%) of pupil premium eligible students/pupils who are also SEND	0.56% (2 chd)
Headline figures for summer 2025:	
GLD *National average 68%	83%
GLD (PP)	50%
Y1 Phonics *National average 80%	64%
Y1 Phonics (PP) *National average 68%	25%
Y2 Phonics *National avg 89%	95%
Y2 Phonics (PP)	100%
KS1 EXP Reading	79%
KS1 EXP Reading (PP)	100%
KS1 EXP Writing	72%

KS1 EXP Writing (PP)	0%
KS1 EXP Maths	90%
KS1 EXP Maths (PP)	0%
KS2 EXP Reading *National average 75%	81%
KS2 EXP Reading (PP)	67%
KS2 EXP Writing *National average 72%	86%
KS2 EXP Writing (PP)	67%
KS2 EXP Maths *National average 73%	82%
KS2 EXP Maths (PP)	83%
KS2 Reading, writing, maths combined *National average 61%	73%
KS2 Reading, writing, maths combined (PP)	67%
Attendance (all)	95.5%
Attendance (PP)	95.5%
Suspensions (all)	0
Suspensions (PP)	0
Suspensions (PP who are also SEND)	0

Teaching	Evidence that supports this approach	Challenge number(s) addressed	Impact 2024-25
<p>CPLD for all adults on the challenges of educational disadvantage and how pupils' needs can be met to enhance learning opportunities and improve outcomes.</p>	<p>EEF Implementation Guidance Report and behavioural science suggests underlying beliefs and values need changing to make sustained changes to classroom practice.</p>	<p>1</p>	<p><i>Evidence/measures taken to achieve approach:</i> Time allocated to teaching staff to observe others – instructional coaching. Staff training on behaviour, disadvantaged children & support. Introduction of dojo for reward and classroom management strategies.</p> <p><i>Impact:</i> Clear identification across school of PP. Tracking of PP in place. Staff with deeper understanding of varying needs. Staff supported by each other in own personal development.</p> <p>2023 data shows 4 behaviour incidents for PP children. 2024 data shows 12 behaviour incidents for PP children. This doesn't support/disprove the impact as behaviour was not recorded as thoroughly on CPOMs as it is now (CPOMs only just introduced in 2023).</p> <p><i>Next steps:</i> Continue training on challenges of educational disadvantage & pupils need with CPD and bulletins</p>

<p>Develop pupils' ability to retain previously taught skills and knowledge through spaced retrieval practice.</p>	<p>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.</p>	<p>1</p>	<p><i>Evidence/measures taken to achieve approach:</i> Flashback 5, spaced retrieval, recall and sticky knowledge training for staff. Subject leaders released to ensure curriculum has retrieval practise. Teachers released to observe each other (as mentioned above) & check for prior knowledge recall. Evidence seen in lessons.</p> <p><i>Impact:</i> Curriculum includes recalling skills and revisits prior knowledge/ fundamental areas. Children are remembering more.</p> <p><i>Next steps:</i> Pupil voice needed to support this is in place/having an impact – subject leads to host discussions to check knowledge & prior knowledge.</p>
<p>Improve the subject-specific teaching and support of reading, writing and oracy in all lessons with a focus on vocabulary.</p>	<p>EEF Improving Literacy in KS1 and KS2 with a focus on developing pupils' language capabilities and develop fluent reading.</p>	<p>1</p>	<p><i>Evidence/measures taken to achieve approach:</i> Reading lead released to monitor phonics daily and conduct live coaching. Phonics scheme in place for FS & KS1. Vocabulary specific lessons in KS2 focusing on key words. English approach encourages focus on reading & vocabulary.</p> <p><i>Impact:</i> Phonics Y1 2025: 64% (target 69%) PP: 25%</p> <p>Phonics Y2 2025: 95% (target 95%) PP: 100%</p> <p>Y6 reading 2025: 80% PP: 67%</p> <p>Strand 2a</p>

			<p>Analysis shows cohort scored 3% above national in 2a (give/explain the meaning of words in context), showing the vocabulary work has had an impact</p> <p>Data shows gap between PP and rest of cohort still needs narrowing. Some improvement being seen.</p> <p><i>Next steps:</i> Continue & embed vocabulary work. Begin work on full sentences. Consistent phonics teaching across Y1-Y2.</p>
<p>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.</p>	<p>High quality assessment (summative tests) can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through intervention, tailored to their need.</p>	<p>1</p>	<p><i>Evidence/measures taken to achieve approach:</i> NFER tests introduced to Y3-Y5 with SAT tests for Y6. Training on NGRT reading for teaching staff. NGRT tests for Y3-Y6 every term. Progress reports from NGRT support teachers with next steps & planning/intervention tailored to specific need. White Rose Maths assessments introduced termly for Y3-Y6, Writing assessment every term.</p> <p><i>Impact:</i> NGRT data shows positive impact: (national mean = 100) Y3: Sept 2024 – 91.5. April 2025 – 99.7. Y4: April 2024 – 98.5. April 2025 – 99.6. Y5: April 2024 – 100.9. April 2025 – 101.7</p> <p>Further improvements can still take place to narrow gap between national.</p> <p><i>Next steps:</i> Ensure tailored support /correct intervention after NGRT is taking place & purposeful.</p>

Targeted academic support	Evidence that supports this approach	Challenge number(s) addressed	Impact 2024 - 2025
<p>Early Language Intervention and additional phonics sessions targeted at disadvantaged pupils who require further phonics support.</p>	<p>EEF Improving Literacy in KS1 Recommendations 1 & 8</p> <p>Early identification of pupils with early language needs to access the NELI/Talk boost programmes alongside high quality, structured programmes of intervention.</p> <p>Staff training to secure consistency in approach.</p> <p>Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks</p>	<p>1 & 4</p>	<p><i>Evidence/measures taken to achieve approach:</i></p> <p>9 chd in FS2 accessed Neli (1 chd PP)</p> <p>5 chd in FS2 accessed vocabulary development and Phase 1 phonics: Rhyme Town and Super Sounds daily (1 chd PP)</p> <p>Communication and Language made a focus in FS2 and resources were purchased to enhance the provision.</p> <p>Additional phonics for Y1 (8 chd PP) and Y2 (1 PP).</p> <p>Phonics lead coaching phonics teachers.</p> <p>Analysis of phonics data each term to plan group/interventions.</p> <p>Y1 children attended after-school phonics booster in Spring 2.</p> <p>LA support was provided in March and following return visits showed it had an impact.</p> <p><i>Impact:</i></p> <p>Y1 Phonics outcomes: 64% passed PSC, 50% PP (25% of PP did not access PSC due to need) Target 69%</p> <p>Low performing cohort with significant need.</p> <p>Y2 phonics outcomes: 95% passed PSC, 100% PP. Target 95%</p> <p><i>Next steps:</i></p> <p>LA support for phonics</p> <p>Phonics lead to continue coaching & support to ensure consistent teaching</p> <p>Early phonics workshop for Y1 parents</p> <p>Super Sounds Phonics to begin in FS1 in 2025/26</p> <p>Stronger assessments in FS1 and FS2 to ensure strong starts embedded</p>

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

Evidence/measures taken to achieve approach:

Training for TAs.
 TAs observing teacher's practice and mirroring in own interventions.
 Support from SENDCo.
 Training on scaffolding strategies to support within lessons.
 TA timetabled for SEND/EHCP need.
 Whole school intervention map to ensure all needs are met.

Impact:

Look at **Part B** for data showing impact.

National 2024/2025 (EXP-75%, GD-29%)	Y6 Reading									
	2019		Results 2022		Results 2023		Results 2024		Results 2025	
	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD
Listerdale Junior Academy	(22/31)	(6/31)	No Data	No Data	(34/51)	(6/51)	(44/49)	(16/49)	(45/56)	(23/56)
	71%	19%			65%	12%	90%	33%	80%	41%

National 2024/2025 (EXP-72%, GD-13%)	Y6 Writing									
	Results 2019		Results 2022		Results 2023		Results 2024		Results 2025	
	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD
Listerdale Junior Academy	(27/31)	(6/31)	No Data	No Data	(36/51)	(0)	(43/49)	(4/49)	(48/56)	(9/56)
	87%	19%			69%	0%	88%	8%	86%	16%

National 2024/2025 (EXP-74%, GD-24%)	Y6 Maths									
	Results 2019		Results 2022		Results 2023		Results 2024		Results 2025	
	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD	EXP+	GD
Listerdale Junior Academy	(25/31)	(8/31)	No Data	No Data	(37/51)	(3/51)	(43/49)	(10/49)	(46/56)	(12/56)
	81%	26%			71%	6%	88%	20%	82%	21%

National 2024/2025 (EXP: 62% GD: 8%)	Y6 Combined									
	2019		2022		Results 2023		Results 2024		Results 2025	
	Writing EXP	Writing GD	Writing EXP	Writing GD	EXP+	GD	EXP+	GD	EXP+	GD
Listerdale Junior Academy	(18/31)	(5/31)	No Data	No Data	(23/51)	(0)	(40/49)	(1/49)	(41/56)	(2/56)
	58%	16%			54%	0%	82%	2%	73%	4%

Intervention map shows TAs are used effectively and to match need.

Next steps:

Continue approach and embed.
 Further work on Quality First Teaching.
 Regular TA meetings to share practice.

Wider strategies	Evidence that supports this approach	Challenge number(s) addressed	Impact 2024-25
<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 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.</p>	<p>3</p>	<p><i>Evidence/measures taken to achieve approach:</i> Letters & fines have issued for holidays. Attendance is a priority for the Inclusion Team and Office, as well as involving EWO where necessary. Work with key families & important conversations and support put in place. Tracking of children at risk by using Attendance Tracker & support put in place before the attendance drops significantly below.</p> <p><i>Impact:</i></p>

Attendance % (Foundation- Y6)			
Listerdale	2022/23	2023/24	2024/25
All (National 2023-2024 - 94.5)	94.1	94.8	95.5 ↑
Boys	94	95	95.5 ↑
Girls	94.2	94.5	95.5 ↑
SEND	93.6	94.7	94.2 ↓
PP	91.6	93.6	95.5 ↑
EAL	90.9	92.6	94.6 ↑

Attendance of PP improved.

Next steps:

Attendance letters sent home week 6 of a half term.

Attendance certificates for those with attendance above 96% to celebrate and promote good attendance patterns.

Continue strong monitoring & tracking of attendance.

Whole school attendance display to promote and celebrate good attendance patterns.

Provide social and emotional support and enrichment opportunities for children - promoting wellbeing and making school and learning more accessible

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 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

2,3 & 4

Evidence/measures taken to achieve approach:
 Enrichment opportunities provided to every year group: trips, parents workshops, visitors.
 Clubs offered to all.
 Competitions entered & attended.
 Engagement with local community: arts, charity, environment, sports, responsible citizens.
 Whole school interventions mapped out to ensure needs being met.
 SEMH support offered to all: sensory breaks, anxiety gremlins, understanding anger, check-ins.

			<p>Training for staff on these. Support from Aspire for specific children with SEMH need.</p> <p><i>Impact:</i> Intervention map shows range of needs being met. Parent survey shows 96.2% of parents are positive about clubs/activities at school. Parent survey shows 87.3% of parents feel school supports their child's wider personal development. 4% of PP have attended an after school club. 100% of PP have attended competitions.</p> <p><i>Next steps:</i> Baseline for interventions & post assessment to show impact. Tracking of those attending clubs & competition, prioritising PP.</p>
<p>TA timetabled group / 1:1 interventions on advice from external professionals</p>	<p>EEF Making Best Use of Tas across EYFS, KS1 & KS2 recommendations 5 & 6. Targeted personalised / group interventions based on external advice.</p>	<p>1 & 4</p>	<p><i>Evidence/measures taken to achieve approach:</i> TA allocated to need. Intervention map set up. Regular meetings with agencies & advice followed from professionals. Regular review of needs & targeting support/ seeking external advice. Advice in EHCP followed & mapped out by SENDco and Inclusion Manager.</p> <p><i>Impact:</i> See data above in targeted academic support section.</p>

		<p>SEND and PP children receiving support from external agencies: 11 (2 Ed Psych, 2 Specialist Inclusion Tem, 2 Speech & Language, 2 CDC, 1 CAMHS, 1 Hearing Impairment team)</p> <p>PP only children receiving support from external agencies: 3 (1 Early Help, 1 MASH, 1 School nurse)</p> <p><i>Next steps:</i> Continue tracking, monitoring & seeking advice for professionals to ensure correct support for all.</p>
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