



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

School overview

Detail	Data
School name	Flax Hill Junior Academy
Number of pupils in school	291
Proportion (%) of pupil premium eligible pupils	26%
Academic year / years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022; 2022/2023; 2023/2024
Date this statement was published	31.10.2022
Date on which it will be reviewed	November 2023
Statement authorised by	R Lane
Pupil premium lead	M Booth
Governor / Trustee lead	S Boden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,800.00 based on 80 children
Recovery premium funding allocation this academic year	£11,754.00 £145 per eligible child
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	Accounts not yet finalised
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£1,140,626.18 291 pupils

Part A: Pupil premium strategy plan

Statement of intent

At Flax Hill Junior Academy, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. There can be a number of barriers for pupil premium children and we understand that one size does not fit all. Teaching staff are involved in the analysis of data and identification of pupils needs, so that they are fully aware of the strengths and weaknesses across the school.

Furthermore, it is our intention, at Flax Hill, to ensure that all pupils, regardless of their background or the challenges they are presented with, make good progress and achieve across all curriculum areas. As a result, one of the focuses of our pupil premium strategy is to support disadvantaged pupils in attaining that progress, including those pupils who are already above Age Related Expectations.

Based on research, our Pupil Premium strategy will focus on a small number of priorities, which are based on strong educational evidence ensuring effective implementation. The Pupil Premium strategy will be embedded within a broader strategic implementation cycle, which includes our plan for education recovery.

We aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data by helping the pupil premium children overcome the barriers they face by providing high quality teaching, support and guidance. In addition to this, we aim to provide the pupils with a rich and varied curriculum which will provide them with opportunities they may otherwise not encounter whilst also supporting their mental well-being.

Challenges

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

Challenge number	Detail of challenge
1	Attainment levels below Age Related Expectations and slow progress rates made by pupil premium / disadvantaged children. The children can have gaps and misconceptions and find it difficult to retain / recall prior knowledge.
2	Low attendance and punctuality issues.
3	Pupils have limited experiences beyond their home life and immediate community. Social emotional needs.
4	Complex home and family circumstances; social service involvement.

5	Lack of aspiration and self-belief that they can achieve and have high expectations.
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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
Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing, and Maths). Those who have 'fallen behind' make accelerated progress and meet or exceed prior attainment standards.	Data at the end of the academic year (2022-2023) will show that 95-100% of disadvantaged children have made expected progress from the previous summer. Data at the end of the academic year (2022-2023) will show that 10-20% of disadvantaged pupils will have made accelerated progress.
Disadvantaged pupils are supported to find a love for reading.	Children are choosing to read. The school offers a wide and varied selection of books to the pupils. Parents are more engaged with reading and encourage their children to read more. Additionally, parents understand better the value of becoming a reader. Children bring in their reading books every day with a further aim being that they achieve a reading age higher than their years by the end of Year 6.
Pupils and families with identified social, emotional and health needs are well supported.	The school's safeguarding team supports families and works with their children to alleviate barriers to learning. Reviews of engagement of these families will help determine success.
Pupils will have a breadth of experiences that enable them to contextualize their learning.	Weekly outdoor forest school sessions for all children. Highly talented music teacher to provide weekly lessons for all children. Plus, the opportunity for upper KS2 pupils to attend additional brass instrument lessons. Wellbeing of children is at the heart of everything we do. Additional special event days will take place, including visitors to inspire the children. Foundation subjects will be deemed equally important as core subjects and pupils will not miss broad, rich learning opportunities.

To increase the attendance and punctuality of disadvantaged pupils, aiming to meet national expectations for attendance / persistence absence.	Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils.
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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: £73,480.09 (plus an additional £3,603.46 for educational materials)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop and deepen teaching staff's subject knowledge in application of phonics teaching strategies and pedagogies, in order to be specific to individual pupil's needs.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. EEF/effective-professional-development	1, 5
Specialist music teacher to provide weekly lessons and additional choir and brass lessons.	Research shows that arts participation has a positive impact on learning and well-being. EEF/arts-participation	1, 3, 4, 5
Allocation of funds towards the continuing professional development (CPD) for teachers and TAs across the school.	High quality staff CPD is essential to follow EEF principles. If staff are to lead training they are provided with additional release time. At least good teaching in all classes every day. Gov.uk -spending-the-funding EEF/effective-professional-development	1
Continued subscription to Star Reader and Star Maths to aid the quick identification of children needing support, as well as using accelerated reader as a reward system to subsequently encourage regular reading.	Accelerated Reader (AR) is a tool for monitoring and managing independent reading practice. A wealth of data is routinely collected about children's reading skills as part of the AR tool. Also, pupils who use AR tend to enjoy reading more, read more often, read a greater variety of fiction texts and think more	1

	<p>positively about reading than their peers who do not use AR.</p> <p>https://www.renlearn.co.uk/accelerated-reader/ar-research/</p>	
<p>Embed the school's new English curriculum ('The Write Stuff' developed by Jane Considine) in order to ensure that those pupils who are most vulnerable access high quality texts. Thus, impacting on their experiences, in addition to their reading and writing outcomes.</p>	<p>The use of high-quality units of work using language-rich vehicle texts throughout the school. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing.</p> <p>https://www.janeconsidine.com/</p>	1, 3, 5

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

Budgeted cost: £24,540.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Class teachers to have the opportunity to deliver quality first interventions to the high focus children, including targeted support for pupil premium children.</p>	<p>Research shows the quality of the teaching in small groups may be as, or more important than, the precise group size. In addition, the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1
<p>TAs appointed and trained in order to further support children's reading and phonics levels. In addition, to continue supporting, where needed, children who also missed phonics due to national lockdowns.</p>	<p>Extensive evidence has found phonics to have a positive impact overall (+5 months) and it is also an important component in the development of early reading skills. In particular, for those children that are from disadvantaged backgrounds.</p> <p>EEF/phonics</p>	1

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

Budgeted cost: £9,175.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly structured, planned and well-resourced Forest School sessions provided by highly qualified Forest School specialist.	The well-being of children is integral to their academic achievements. forest-schools-impact-on-young-children NSPCC/promoting-mental-health-wellbeing EEF/social-and-emotional-learning	1, 3
Prioritise keeping children safe online. Investment in staff, parents and children, particularly those families that are encountering difficulties. Focus on how best to react as and when incidents arise through the execution of multiple initiatives which help to reduce risks, including educational resources and online safety courses for all those associated with the school community.	The internet is now an integral part of everyone's lives, including children. Online safety and education is extremely important in making sure both adults and children feel safe, secure and confident when accessing and engaging with content online. A good relationship with parents and their engagement supports children's learning. EEF/social-and-emotional-learning EEF/parental-engagement	3, 4
Head Teacher to ensure parents are aware if their child's attendance dips. Working in partnership with local Educational Welfare Officer. Incentives, rewards for improving attendance.	Research shows that poor attendance can negatively impact children's chances of achieving well at school. Gov.uk -spending-the-funding gov.uk/just-one-day-off	1, 2, 4

Total budgeted cost: £110,800.00

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 2021 to 2022 academic year.

SATs results from 2021-2022 show that the initiatives deployed had positive outcomes for pupil premium children when compared to both internal and national data.

- In reading, the percentage of pupil premium children attaining the expected standard was 81%. 7% above national figures and approximately the same (1% below) when compared to non-pupil premium children internally within school.
- In writing, the percentage of pupil premium children attaining the expected standard was 62%, which was approximately the same (1% higher) when compared to non-pupil premium children internally within school.
- In maths, the percentage of pupil premium children attaining the expected standard was 86%. 15% above national figures.

Key areas of impact:

- Development of Forest School provision after appointment of Forest School teacher.
- Parent satisfaction remains high, substantiated in feedback from Ofsted parental questionnaire (November, 2021).
- Delivery of a broad and balanced curriculum, raising aspirations of pupil premium children through offering opportunities, such as learning a musical instrument.
- Embedding a love of reading in pupil premium children by emphasising its value and putting 'reading at the forefront of the curriculum' (Ofsted Report, November, 2021).
- Whole school staff phonics training to support pupils' phonics development.

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
Seesaw (online platform)	https://web.seesaw.me
Times Tables Rock Stars	https://trockstars.com/

Language Angels	https://www.languageangels.com/schools/
Jigsaw PSHE	https://www.jigsawpshe.com/home
National Online Safety	https://nationalonlinesafety.com/