

Pupil premium strategy statement

Skegness Junior Academy

School overview

Detail	Data
School name	Skegness Junior Academy
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	221 (70.8%)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	December 2023
Date on which it will be reviewed	January 2024
Statement authorised by	Rona Pryme
Pupil premium lead	Rona Pryme
Governor / Trustee lead	Emma Nuttall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 309,371
Recovery premium funding allocation this academic year	£ 30 885
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year	£340, 256

Part A: Pupil premium strategy plan - Statement of intent

Skegness Junior Academy is a happy school with a hardworking, enthusiastic, and dedicated staff team. We have a well-established senior leadership team and a school ethos of high expectations with children and staff at the heart of all we do.

We are a large, three form entry Junior Academy in Lincolnshire an area of significant deprivation and we believe early intervention is crucial.

We strongly believe our curriculum aims to provide the knowledge, skills, and opportunities to improve the life chances for all our educationally disadvantaged pupils and our aim is to ensure that all pupils including those who are young carers or have a social worker, are not disadvantaged as a consequence of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential and aim to ensure equality in access to quality first teaching.

We focus on language development in all its forms with a clear emphasis on vocabulary, oracy/speaking and reading. Additional enrichment opportunities built within the curriculum aims to build on children's existing cultural capital to broaden their horizons.

We have a strong ethos of inclusion and crucially a compassionate approach towards engaging and supporting our children and parents. There is a collective understanding of the impact of disadvantage on pupils' learning and staff at every level speak about our ambition for **all** our pupils and they understand the part they play in addressing educational disadvantage.

Through this strategy, we strive to develop a clear, shared understanding of strategic milestones and goals for our learners through-

- Clarity of communication to ensure the profile of the disadvantaged strategy remains high.
 - Use of high quality CPD for staff from a range of evidence-based sources including the EEF to ensure targeted interventions effectively address the identified needs of children. These will be from a range of data sets including written assessment, observation, and discussion. This will include whole class, groupwork and 1:1 tuition.
 - An unwavering focus on QFT to ensure those most in need have access to the most experienced staff.
 - Targeted pastoral support to ensure pupils have the appropriate interventions to manage their emotional wellbeing and social development.
 - Above all to ensure quality assurance is purposeful, transparent, and focussed on the main thing, improving teaching and learning.
- <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation>

Challenges

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

Challenge number	Detail of challenge
1	<p>Outcomes</p> <p>Our assessments and observations indicate that within our academy at the end of KS2, disadvantaged pupils' achievement is below that of non- disadvantaged pupils. Focus needs to be on narrowing the gap of attainment within the academy. Comparing our data set for disadvantaged to national, our PP cohort has outperformed national in writing, maths and combined attainment, however this is not the case in reading where 58% of the PP cohort achieved EXS+ compared to NA at 60%. Assessments, observations and discussions with pupils indicate some underdeveloped oral language skills and vocabulary gaps among disadvantaged pupils. Writing is a key focus for all cohorts and will remain a focus on the academy improvement plan and this plan.</p>
2	<p>Attendance</p> <p>Attendance data indicates that attendance is at 93.5% at the end of the academic year for all. Absence within the academy is 0.9% lower than the national percentage of 7.4%. This is also 1.1% lower than the percentage of the previous year in your school of 7.6%. Attendance for the PP cohort at the end of 22/23 is at 92.9%. This figure is 3.8% greater than the national percentage of 89.1%. This is also 1.6% greater than the percentage of the previous year at 91.3% for this cohort. PA for the disadvantaged cohort is 27.4%. This is lower than national at 35.3%</p> <p>Attendance and persistence absenteeism features on our school improvement plan for 23-24. Our assessments and observations indicate absenteeism can negatively impact disadvantaged pupils' progress and it is right for our focus to remain here. While children are on site, they are safe and able to learn, and our challenge is to ensure our data continues to improve.</p>
3	<p>Verbal expression and vocabulary</p> <p>Observation and discussion with pupils indicate children have limited vocabulary and oral skills. This can be through restricted life experiences/lack of communication at home and can impact their ability to express themselves with ease.</p>

4	<p>Multiple deprivation</p> <p>Many children in our pupil premium cohort face a range of challenges we class as multiple deprivation. There has been an increase in DV incidents and others requiring agency intervention. Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect the disadvantaged cohort, including their attainment. Pupils' contexts impact their ability to self-regulate in an age-appropriate way and can manifest in certain behaviours. Our suspensions all related to 6 PP children. 4/6 were PP and SEN.</p>
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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
PP cohort make good progress across RWM from their starting points to diminish the gap in attainment between PP v non-PP.	<p>Engagement in lessons, book scrutiny and ongoing formative assessment and other data provides evidence of improvements for disadvantaged pupils by the first data point in December and continuing beyond. Pupil data from the end of KS2 shows an upward trend for PP pupils in Summer 2024</p> <p>Pupils are supported in all lessons and receive a high % of QFT evidenced through termly pupil progress and data meeting discussion and pupil conference.</p>

Improve oral language skills and vocabulary among disadvantaged pupils.	Increased activities focus on oracy. development through the embedding of Bedrock and knowledge organisers focusing on discussion through questioning. Observations by class teachers, subject leaders and pupil discussion indicate improved oral language among disadvantaged pupils. Other sources of evidence, including engagement in lessons, book scrutiny (writing outcomes) and ongoing formative assessment also evidence this by the first data point in December and beyond.
Pupils with multiple deprivation have their needs addressed and can self-regulate their emotions in an age-appropriate way to promote well-being.	In house and outside agency pupils' data shows progress across identified areas. Data for dis children with multiple deprivation clearly identifies the level of need and ensures they are appropriately addressed. Those accessing SEN and /or social/emotional intervention including Theraplay, legoplay, ELSA, BOSS show impact through improved behaviours and regulation. Engagement with the mental health support team accurately identifies pupils who need additional support. Identified families receive targeted support from FKW, Senior Attendance Officers and others with impact data to evidence timelines and outcomes for the families. Exclusions for disadvantaged cohort is reduced.
Pupils have good attendance and punctuality	All Pupils have closed the gap in attendance to be nearer the national benchmark of 95%+ pre- Covid levels of attendance as a cohort with PP attendance continuing to improve. PA continues to be an area of improvement and is in line with national for individuals or above. Hard to engage families have been well supported by FKW and Senior Attendance Officer to reduce barriers. and attendance with these families has improved.

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: £170,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue and develop the Write Stuff approach to support writing across the academy in each year group focussing on building stamina and ensure that QFT is consistent for every child.</p> <p>Embed high quality adult/child interactions across the school.</p> <p>Continue to enhance our language rich learning environments. Provide opportunities for internal skills sharing and modelling/ coaching/collaborative planning with EYFS leader/ English lead /subject leads, experienced teachers.</p> <p>Purchase resources and fund ongoing teacher training (Early Excellence, Alex Bedford)</p> <p>Visit other schools/academies to skills share/view best practice.</p>	<p>EEF supports evidence-based programmes to support CPD for QFT.</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p> <p>There is strong evidence that the rate at which children develop language is sensitive to the amount of input they receive from the adults and peers around them. The number and quality of conversations children have with adults and peers throughout the day in a language rich environment is crucial.</p> <p>https://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidencehttps://educationendowmentfoundation.org.uk/news/eef-blog-the-shrec-approach-4-evidence-informed-strategies-to-promote-high-quality-interactions-with-young-childreninformed-strategies-to-promote-high-quality-interactions-with-young-children</p> <p>Vocabulary training to deepen knowledge-</p> <p>https://my.chartered.college/impact_article/deepening-knowledge-through-vocabulary-learning/</p> <p>Teaching by Listening: The Importance of Adult-Child Conversations to Language Development</p>	<p>1, 3</p>

	<p>Frederick J. Zimmerman, Jill Gilkerson, Jeffrey A. Richards, Dimitri A. Christakis, Dongxin Xu, Sharmistha Gray and Umit Yapanel</p> <p>Collaborative learning approaches EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p>	
<p>Continue to embed training for phonics/early reading through Little Wandle.</p> <p>DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils particularly those entering y3 and with SEND. This approach will ensure consistency from EYFS, KS1 through to children moving to SJA into KS2. Purchase resources and fund ongoing teacher training to support updates, books to enrich the reading scheme. Regular refresher training through staff release for phonic updates.</p> <p>Visit other schools/academies to skill share.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Targeted phonic interventions have been shown to be more effective when delivered as regular sessions over a 12-week period. Where teaching assistants are experienced, well-trained and supported to deliver a structured intervention, this has greatest impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Targeted phonic interventions have been shown to be more effective when delivered as regular sessions over a 12-week</p>	1,3

	<p>period. Where teaching assistants are experienced, well-trained and supported to deliver a structured intervention, this has greatest impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>https://www.marcrhayes.com/post/the-dfe-s-reading-framework-update-2023</p> <p>https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy</p>	
<p>Training to enhance the maths curriculum via attendance of Maths Hub resources and CPD. (Including Teaching for Mastery training) in line with DfE and EEF.</p> <p>Fund teacher release time to embed key elements of guidance in school in line with EEF and DfE guidance and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>Enhance our maths teaching and curriculum planning in line with DfE and EEF guidance.</p>	<p>The DfE non-statutory guidance in conjunction with the National Centre for Excellence in the Teaching of Mathematics, draws on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths</p>	1

Build in opportunities for internal skills sharing and modelling/ coaching/collaborative planning with maths leaders/experienced teachers		
<p>Improve the quality of social and emotional (SEL) learning and support through CPD and training for staff.</p> <p>SEL approaches will be embedded into routine educational practices and supported by professional development and training for staff (PSHE Curriculum, E-Tips, RSE)</p>	<p>Improved outcomes at school and in later life can be linked to quality support in developing social and emotional skills in childhood (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>Extensive evidence can be found here EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	4

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

Budgeted cost: £75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

Engaging with the DFE School Led Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted in the last two years.	Targeted support for specific needs and knowledge gaps can be an effective method for supporting low attaining pupils or those falling behind, both one-to-one and small groups. Teachers to deliver a higher percentage of learning to those most in need. One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Purchase of PIXL programme to support RWM skills for all pupils including disadvantaged.	Small groups and 1 to 1 intervention can have a positive impact in supporting those children falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3
Implement Bedrock (vocabulary focus) and Boomreader app to support extending learning while children are offsite and allow families to support their children in an engaging, easily accessible manner.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy	1,2,3
Target identified children to attend afterschool learning/ provision	Small groups and 1 to 1 intervention can have a positive impact in supporting those children falling behind. Small group tuition Toolkit Strand Education Endowment Foundation EEF	1,2,3

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

Budgeted cost £96,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Wellbeing/family support for targeted families and children Provide 1:1 and group counselling/ELSA & art therapy sessions for vulnerable pupils led by trained/skilled professionals both within school and externally.</p> <p>Focus building and maintaining positive, trusting and beneficial relationships with all our children and families understanding where they are coming from and that all behaviour is communication.</p> <p>Provide ongoing CPD for staff and our mental health lead</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learninghttps://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Training sessions from Behaviour Outreach Services https://services.family-action.org.uk/s/BOSS-training-registration</p> <ul style="list-style-type: none"> • Escalation and de-regulation • Attachment and Trauma • ADHD • Demand Avoidance • Behaviour as Communication • Supporting Children with SEND 	4

<p>Subsidised visits, visitors and Breakfast Club provision</p>	<p>Many pupils do not have access to activities which promote cultural capital. Provision of good nutrition in the morning promotes a healthy start to the day.</p> <p>EEF (+2/3 months) https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skillshttps://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p>	<p>1,2,3,4</p>
<p>To embed the principles of good practice set out in the DFE advice to improve attendance and reduce PA. Release time for staff to develop and implement new procedures.</p> <p>Continue to make the best use of our Attendance Officer, Family Key worker to work with our vulnerable families to improve attendance.</p>	<p>Senior Attendance Officer, as dedicated staff member, supports families, monitors progress and feeds back to SLT (including sending personalised letters and texts as this can support attendance improvement.) Site based Attendance officers work in liaison with Senior Attendance Officer and SLT to focus on improvements.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessmenthttps://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/attendance-interventions-rapid-evidence-assessment</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf</p> <p><u>Improving School Attendance</u></p>	<p>2</p>

Contingency fund for acute issues. This could be additional support, uniform, trip costs including transport, specific items for families.	Our experience shows that we will need to set aside an amount to respond to unmet needs that we may not yet be familiar with. This could be additional training for staff such as HLTA, ELSA, equipment buying, provision buying including clothing	All
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Total budgeted cost: £341,000

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 2022 to 2023 academic year.

End of KS2 outcomes 2023

	School	National	PP (school)	Non (school)	GAP to non pp
Reading	61.1	72.6	58.2	77	-18.8
Writing	71.1	71.5	65.5	83	-17.5
Maths	71.1	72.9	69.1	83	-13.9
Combined	58	59.5	50.9	74	-23.1

Our end of KS2 outcomes for all pupils shows that reading remains an area of focus for the academy. We have introduced Little Wandle into our phonic teaching alongside streaming across KS2 for all pupils. Phonic teaching takes place with fully trained teaching staff with our reading for pleasure high profile around the academy.

Comparison of our disadvantaged cohort to non-disadvantaged within the academy shows we need to continue to focus across reading, writing and maths in order to narrow the gap although our data analysis this year has shown that our disadvantaged cohort has performed above the national dis cohort, so our approach is having impact. Our aim with our approach is for **all** pupils to attain well and we are aware through our data analysis that many of the non-dis also need support.

From Perspective Lite KS2 2022/23	SJA PP cohort	National PP cohort
Reading	58.2	60
Writing	65.5	58
Maths	69.1	59
Combined	50.9	44

The MTC check data shows our results for 2022/23 to be significantly above National and data analysis shows that for the disadvantaged cohort the average score has increased compared to the previous year.

Pupil Premium – mean score		
21/22	NA (21/22)	SJA
PP children	17.9	16.9
Non-PP children	20.5	20.9
Pupil Premium – mean score		
22/23	NA (21/22)	SJA
PP children	17.9	21.2
Non-PP children	20.5	23.8

Summary:

last year, PP children scored an average of 16.9. This year, PP children scored an average of 21.2, giving them an increased average score of 4.3.

Last year, non-PP children scored an average of 20.9. This year, non-PP children scored an average of 23.8, giving them an increased average score of 2.9.

Although the average score is improving for the dis cohort, they are still scoring lower than the non dis cohort and we will continue to improve the scores for all pupils.

Attendance

Our overall attendance for all pupils at the end of 2022/23 shows that absence is recorded at 6.5% with overall attendance as 93.5%. Absence is 0.9% lower than the national percentage of 7.4%. This is also 1.1% lower than the percentage of the previous year of 7.6%. Persistent absence for all pupils is above the national figure of 21.3 at 22.6.

For the disadvantaged cohort, the percentage of sessions recorded is 7.1%, with overall attendance recorded as 92.9%. Absence within the academy at 3.8% lower than the national percentage of 10.9%. This is also 1.6% lower than the percentage of the previous year of 8.7% for our academy. Data for Persistent absence for disadvantaged pupils is at 27.4%. This data set is lower than the national figure for this cohort which is 8.0% greater than within Skegness Junior Academy. Again, this indicates our attendance approach is having impact and improving attendance for all pupils needs to remain our focus.

Pupil behaviour and wellbeing

Our assessments and observations continue to indicate that pupil behaviour, wellbeing and mental health continue to need a focus for the next three years. Pupil behaviour, attitudes and wellbeing is a key strand on our school improvement plan 23-24.

At Skegness Junior Academy, we always aim to provide exceptional pastoral support to pupils and families and all our staff are completely committed to this approach. ELSA trained staff are in tune with pupil needs and our parent carer community appreciates the support they receive from the academy.

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
Doodle Maths	https://doodlelearning.com/
Testbase	https://www.testbase.co.uk/year-groups/
TTRockstars	TTRockstars
Charanga	Charanga Music
Outdoor enrichment programme to support wellbeing	www.crosscurricularorienteering.co.uk
1Decision	1Decision
Twinkl resources	Twinkl

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- developing effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
 - offering a wide range quality extracurricular activity to boost wellbeing, behaviour, attendance, and aspiration, etc. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
 - Engagement with the Royal Shakespeare Company as lead school with the cluster

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken last year had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class, book scrutiny, conversations with parents/carers, pupils and teachers, in order to identify the challenges faced by disadvantaged pupils.

We have engaged with training from the DFE and within the Trust including reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us refine our strategy. Our plan will be evaluated over the course of its duration and will continue to adjust our plan over time to secure better outcomes for pupils.

Finally, we will focus on keeping our approach **simple and effective**. We will constantly evaluate and refine our practices and approaches and we will do everything we can to improve the life chances of all our pupils through focusing on what we know makes the biggest difference to our pupils: working together to improve the quality of teaching, learning and support daily.