

Pupil premium strategy statement – Whitchurch Junior Academy

This statement details our school'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 disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	311
Proportion (%) of pupil premium eligible pupils	81 26%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	1 2024 -2027
Date this statement was published	1/10/2024
Date on which it will be reviewed	1/10/2025
Statement authorised by	SACamacho
Pupil premium lead	K.Wood
Governor / Trustee lead	R. Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,120
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£102,120

Part A: Pupil premium strategy plan

Statement of intent

Disadvantaged

75 of your school's 306 pupils, that are considered for Pupil Premium, are classified as disadvantaged, this is 24.5% of your cohort.

This is 1.8% lower than the national average of 26.3%.

24.5% (35) of your female pupils are disadvantaged, 1.8% lower than the national of 26.3%. 24.5% (40) of your male pupils are disadvantaged, 1.8% lower than the national of 26.3%.

Disadvantaged pupils contribute £100,640 to the budget of your school in disadvantaged funding.

DISADVANTAGED: NC YEAR BREAKDOWN

NC Year	Female	Male	Total	Finance
3	8	14	22	£32,560
4	7	10	17	£23,680
5	12	6	18	£22,200
6	8	10	18	£22,200
Other	0	0	0	£0
Unknown	0	1	1	£1,480
Total	35	41	76	£102,120

"The Whitchurch Church of England Federation is committed to excellence and the maintenance of high standards.

As a fully inclusive Federation we aim to facilitate access for all children to quality first teaching, additional support in each year group and specific programmes or targeted interventions and additional opportunities to enhance the curriculum e.g. enrichment visits / visitors.

The Federation adopts a tiered approach to Pupil Premium spending. Improving the quality of teaching is at the heart of our approach, including professional development, training and support for early career teachers and recruitment and retention.

Targeted support for struggling pupils is also a key component; as well as strategies that relate to non-academic factors, including improving attendance, behaviour and social and emotional support.

As part of the additional provision made for pupils who belong to vulnerable groups, the Federation will ensure that the needs of socially disadvantaged pupils are adequately assessed and clarified at termly pupil progress meetings. In making provision for our disadvantaged pupils, 'The Whitchurch Church of England Federation' recognises that not all pupils who receive free school meals will be socially disadvantaged.

The Governors and staff also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. They therefore reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the Federation has legitimately identified as being socially disadvantaged.

The pupil premium is not based on ability. Research shows that the most academically able pupils from disadvantaged backgrounds are at risk of under-performing. The Federation therefore focuses on these pupils just as much as pupils with low results."

Main Aims

- We will adopt a whole school outward facing approach to supporting disadvantaged pupils, developing a collective responsibility for addressing challenges, raising outcomes and a belief that all pupils can attain well. As a team, we will learn from effective practice and research evidence.
- Our overarching approach to improving outcomes for all children begins with a clear set of principles for teaching and learning, and pedagogy, and clear curriculum overviews that build on previous learning and development, which form the consensus amongst our team over what is required to support all children.
- We will ensure that appropriate provision is made for pupils who belong to vulnerable groups; this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. Staff will identify pupils with the greatest need within each year group, therefore understanding disadvantage in context.
- For KS2 pupils, who are all entitled to receive Free School Meals, we liaise with parents and the Local Authority to identify those who are eligible for Pupil Premium funding
- We will take into account guidance detailed in the DfE publications, and ensure that teaching a broad and balanced curriculum for education is in place and effective.
- Most of our work through the Pupil Premium funding will be aimed at focusing on the key challenges that are preventing our disadvantaged pupils from attaining well across reading, writing and maths and also accessing curriculum enhancements. We will identify the likely challenges to learning for our identified disadvantaged children and link them to desirable outcomes as the basis for choosing appropriate actions and approaches to address them.

- Our main focus will be ensuring pupils catch up with their reading, with our priority being the successful teaching of phonics using Monster Phonics in the Infant Federation which will then secure the reading journey in KS2. Reading is so important for accessing the rest of the curriculum that ensuring pupils catch up on their reading is essential. To support this, a successful tracking system is in place.
- The Pupil Premium funding will be allocated to a series of early interventions, the ultimate outcome of which will be that pupils will achieve their academic and personal potential. We will allocate funding to support oral language intervention through Talk Boost. We will continue to adopt a whole school approach to developing vocabulary using the Word Aware approach.
- Funded interventions will also include pastoral support where appropriate for example attendance support, family liaison, development of social skills, self-regulation and strategies to support those pupils displaying challenging, oppositional behaviours.
- We will constantly monitor the effectiveness of strategies used and review provision in the light of tracking data and other evidence (e.g. Arbor, intervention impact reports, pupil progress meetings, diagnostic assessment and financial systems).

Challenges

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

Challenge number	Detail of challenge
1	Pupil progress in writing
2	Pupil progress in reading
3	Attendance and Punctuality
4	Pupils whose first language is not English struggle to communicate
5	Access to Extra Curricula activities for pupils

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
<i>Pupils to make progress in writing to be in line with peers</i>	<p>Pupils in KS2 will develop their reading with confidence which will then be used as a base for writing to improve confidence and outcomes. Pupils' reading will be assessed and tracked.</p> <p>Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS2. (Unless specific SEN Communication & Language needs are identified).</p>
Pupils to make progress in reading to be in line with peers	<p>Pupils in KS2 will develop acquisition of language, in order to be able to read with fluency and confidence. Pupils' reading will be assessed and tracked.</p> <p>Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS2.</p>

	(Unless specific SEN Communication & Language needs are identified).
Attendance and punctuality of our disadvantaged and vulnerable pupils becomes closer to that of non-disadvantaged pupils	The Academy will adhere to the guidance, 'Working together to improve school attendance, DfE 2022'. Attendance structures are rigorously implemented and monitored in line with the Attendance Policy Whole School Attendance will improve so that it is >96%. There will be a focus on persistent absence of disadvantaged pupils so that it is less than the proportion of enrolments nationally who are persistently absent.
Pupils whose first language is not English are supported quickly with the ability to develop and acquire language skills in English.	Disadvantaged pupils will make the necessary progress from individual starting points through diagnostic assessment so that their language is in line with age expectations at the end of KS2. (Unless specific SEN Communication & Language needs are identified).
All pupils have equal access to clubs and trips to ensure further cultural capital development	Disadvantaged pupils will have the access to clubs and trips in order to develop cultural capital and experiences beyond the classroom.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 77,586 (Teacher M6 , TA hours for intervention and 1:1 working, CPD)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pupils to make progress in writing to be in line with peers</p> <p>CPD, recruitment - teacher, assessment schemes</p>	<p>https://assets.publishing.service.gov.uk/media/5a7b63a740f0b6425d592d3f/what_is_the_research_evidence_on_writing.pdf</p> <p>https://support-for-early-career-teachers.education.gov.uk/teach-first/year-1-how-can-you-support-all-pupils-to-succeed/summer-week-1-ect-developing-high-quality-reading-and-writing-skills-theory/</p> <p>https://literacytrust.org.uk/research-services/research-themes/writing/</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/craft-of-writing#:~:text=EEF%20Summary&text=While%20some%20evidence%20indicate%20links,and%20pupils%20skills%20remain%20scarce.</p>	1

<p><i>Pupils to make progress in reading to be in line with peers</i></p> <p>CPD, recruitment, assessment schemes</p>	<p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a82d03040f0b6230269cd73/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf</p> <p>https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	2
<p>Pupils whose first language is not English are supported quickly with the ability to develop and acquire language skills in English.</p> <p>CPD, recruitment, assessment schemes</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal</p> <p>https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/learners-with-limited-first-language-literacy/</p>	4

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

Budgeted cost: £ 26,524 (1:1 additional support for pupils, resources)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Pupils' ability to communication and develop language acquisition skills is developed and improved</i></p> <p>1:1 work Group work CPD Structured Interventions</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language</p> <p>https://my.chartered.college/early-childhood-hub/six-principles-of-language-development-and-how-to-support-them-in-early-childhood-settings/</p>	1
<p>Pupils have not yet secured phonetic understanding by the end of KS1 and ability to transfer reading and writing will require additional support.</p> <p>1:1 work</p>	<p>https://assets.publishing.service.gov.uk/media/664f600c05e5fe28788fc437/The_reading_framework.pdf</p> <p>https://assets.publishing.service.gov.uk/media/5a82d03040f0b6230269cd73/28933_Ofsted_-_Early_Years_Curriculum_Report_-_Accessible.pdf</p>	2

Group work CPD Structured Interventions	https://help-for-early-years-providers.education.gov.uk/communication-and-language/exploring-language https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	
Pupils whose first language is not English are supported quickly with the ability to develop and acquire language skills in English. 1:1 work Group work CPD Structured Interventions	https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/english-as-an-additional-language-eal https://www.bell-foundation.org.uk/resources/guidance/classroom-guidance/learners-with-limited-first-language-literacy/	4

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

Budgeted cost: £ 15,782 (Part of Sports Coach Hours to increase opportunities for external events for disadvantage pupils, offset of Residential trips and Trips, Attendance lead teacher, parent meetings and events)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and punctuality of our disadvantaged and vulnerable pupils becomes closer to that of non-disadvantaged pupils. Family Support Worker Attendance Lead EWO links and Meetings Development Meetings	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance https://www.gov.uk/government/publications/working-together-to-improve-school-attendance	3
All pupils have equal access to clubs and trips to ensure further cultural capital development. Offset of trips EAL resources to engage with parents for understating of the trips taking place	https://www.governmentevents.co.uk/wp-content/uploads/2021/02/Steve-moffitt.pdf https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	5

Total budgeted cost: £ 119 892

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The Academy has reviewed the performance of our disadvantaged pupils' performance during the 2024/2025 academic year using internal key stage 2 performance data and our own internal assessments.

We compared these outcomes to those for disadvantaged pupils and other pupils (non-disadvantaged) at the Academy and nationally.

	Reading			Writing			Maths		
	EXP+ PP	EXP+ Non PP	Gap	EXP+ PP	EXP+ Non PP	Gap	EXP+ PP	EXP+ Non PP	Gap
Y3	16/23 69.6%	36/56 64.3%	+5.3%	15/23 65.2%	31/56 55.4%	+9.8%	16/23 69.6%	35/56 62.5%	+7.1%
Y4	11/28 39.3%	42/60 70%	-30.7%	6/28 21.4%	41/60 68.3%	-46.9%	10/28 35.7%	46/60 76.7%	-41%
Y5	10/18 55.6%	33/48 68.8%	-13.2%	7/18 38.9%	28/48 58.3%	-19.4%	9/18 50%	32/48 58.3%	-8.3%
Y6	13/22 59.1%	44/58 75.9%	-16.8%	12/22 54.5%	37/58 63.8%	-9.3%	13/22 59.1%	40/58 69%	-9.9%

The data demonstrates that against challenges 1 and 2 for reading and writing, disadvantaged pupils are performing below non-disadvantaged peers. This is most evident in Year 4, where the gap is larger than in other year groups. The year groups 4 – 6 represent Covid cohorts that have been most impacted by the pandemic, particularly for the year 4 cohort.

Challenge 1

As a result of the writing lead attending termly 2.5 hour St Bart's Multi Academy Trust CPD sessions, the Academy has developed a spiral curriculum that follows the Literacy Company's Pathways to Write. An ongoing subscription to training materials for this writing scheme provides a high-quality scaffold for planning and assessment. The Writing lead has also attended a day's moderation training, then used this to train staff at termly in-house moderation meetings, the result of which has given accurate writing judgements across year groups.

As part of the St Bart's Multi Academy Trust's school improvement monitoring visit, the feedback for writing included the following statements: *"Work in pupils' books is of a high quality and shows clear pride from pupils. Standards in writing are high, in content and in presentation. There is clear progression across Y3 to Y6 and there is impressive progression within year groups."*

The investment in digital technology, 1:1 iPads, as well as ongoing CPD in scaffolding, adaptations and accessibility have meant that pupils are greater engaged in the writing process, while removing the barriers of physically writing and EAL. Pupils are able to verbally compose sentences, translate languages to English and access digital scaffolds to enhance the quality of writing.

To support the development of writing, the Academy has deployed additional adults in year 3 and Year 6 to support high quality teaching. An additional teacher in Year 6 has been deployed for small group writing weekly, to target grammar and composition gaps, supporting pupils to make progress within their grade pathways.

Challenge 2

This year, efforts to narrow the gap in reading have been directed at a trial with Lexplore in Year 4 and a fluency trial in Year 5:

The Lexplore trial included CPD for two teachers, two assessment days from external assessors and timetabled interventions by support staff. This trial has identified reading fluency gaps and has trialed intervention methods to address them. The internal term by term comparison data demonstrates that through the trial, the number of pupils in the cohort achieving an average score and higher than average score in Lexplore's reading assessment has increased, while the children achieving lower than average scores decreased, from Autumn to Summer.

The trial in Year 5 was a result of time spent researching and adapting the 6Ps of reading fluency from an EEF blog <https://educationendowmentfoundation.org.uk/news/eeef-blog-reading-fluency-practice-in-the-primary-classroom>. This led to an adaptation to teaching of reading to include a greater focus on fluency, utilising methods such as echo reading, choral reading and repeated reading. The results of the trial were tracked via WCPM (Words Correct Per Minute), scaled scores, book band levels and reading rubrics. The internal fluency rubric data for Year 5 demonstrates the progress made between the baseline in Autumn and the revisit in Spring, particularly among the bottom 20% of readers. In addition, the percentage of pupils on the Expected Pathway for reading on the Academy's data tracking increased from the Autumn baseline of 51.5% to 65.2% in Spring. As a result of the trial, class teachers have received CPD sessions in reading fluency, and support staff have received a 1-hour CPD session on supporting reading fluency in the classroom and in intervention. Further training and the wider rollout of the 6P intervention will form part of the second year of the 3-year Pupil Premium strategy.

To support readers who have not yet mastered phonics, Monster phonics certificated training time was prioritised for support staff and teachers. Interventions for small groups of pupils who required Monster Phonics were timetabled weekly, with the addition of 1:1 reading fluency practice. Further sets of Big Cat banded books were purchased to align with Monster Phonic decodable books, as well as investment in an online Big Cat book e-library that ranged down to Infant year group levels for pupils to access at home.

In Year 6, an additional teacher taught small group reading lessons weekly to target identified gaps in reading comprehension and fluency.

Challenge 3

Attendance for disadvantaged pupils is 95.3% compared to 96.2% for non-disadvantaged, which is closely in-line. Persistent Absence is 7.8% (25 pupils), of which 9 pupils are disadvantaged (36% of all PA pupils). The Federation employs a Family Support Worker (FSW) to support the attendance and welfare of pupils. Work has been undertaken by the FSW to liaise closely with Persistently Absent families and the Education Welfare Officer (EWO), with strategies including home visits and attendance letters. The FSW, Senior Leaders and members of the SEND team are on gate duty daily, interacting with families, particularly those with lower attendance, to foster good relationships and school attendance habits.

Regular meetings between the EWO, FSW and the Attendance Lead identify trends in attendance and families to support. The Attendance Lead has attended termly, half-day attendance training meetings as part of the St Bart's Multi-Academy Trust, in order to develop good practice which has supported the attendance percentage for the Academy of 95.9% being higher than that of the National Average of 94.5% (for all Arbor schools).

Challenge 4

The percentage of pupils with EAL at the academy has increased from 12.8% to 13.1% over year 1 of the strategy. Work has been undertaken as part of challenge 4 to adapt the Bell Foundation EAL Assessment Framework to the needs of Whitchurch pupils. Staff have been trained how to use the framework to screen EAL pupils when arriving at school. Further developments have included a new approach to intervention, identifying which of two pathways a new to school EAL student will follow, supporting them to make quicker progress in English acquisition. Pathway one uses an intensive intervention Racing To English to help pupils acquire basic English rapidly. Pathway two uses Talk Boost and Monster Phonics interventions to support pupils to develop a more thorough, in-depth understanding of English.

Support staff running interventions have received certificated Monster Phonics training. All staff have received two hours of ELSEC training. This has provided staff with the tools to: modify language to suit each child, support learning across different curriculum areas, ensure realistic expectations of a child's understanding, assess the types of question/instruction a child understands, assess a child's verbal reasoning skills, and develop a child's verbal reasoning skills.

The investment in digital technology, 1:1 iPads, as well as ongoing CPD in scaffolding, adaptations and accessibility have meant that pupils are greater engaged in the writing process, while removing the barriers of physically writing and EAL. Pupils are able to verbally compose sentences, translate languages to English and access digital scaffolds to enhance the quality of writing.

Of the 41 pupils with EAL who started the academic year at the academy, 10 have progressed up a pathway and 28 have made good progress within their pathway.

Challenge 5

As part of ongoing developments within the academy to broaden pupils' cultural capital, all pupils (including those who are disadvantaged) were taken to Chester Zoo in the autumn term. Year 6 disadvantaged pupils were part-funded to attend PGL residential to off-set some of the cost to be more affordable. 22 of 78 pupils (28.2%) who attended residential were from a disadvantaged background. In addition, disadvantaged pupils were part-funded for the Y4 residential, with an attendance of 16 disadvantaged pupils from 67 attendees (23.8%).

Local visits for pupils included termly visits to St Alkmund's church for collective worship, local environment studies for Geography, visits from Shropshire Fire and Rescue and the Air Ambulance service, litter picking with the Rotary Club, a visit from local business owner for Year 3 pupils with food tasting, a visit from the local librarian, a helicopter landing by the RAF and a theatre performance by Salt Mine Theatre Company.

The St Bart's Multi Academy Trust facilitates pupil voice group meetings and networks across the range of schools. Those attended by representations of all demographics include a termly Sustainability network, a day's Chaplaincy training, Church schools network, two visits for St Bart's song writing days and a St Bart's SEND Olympics sports day.

For all trips, parents of EAL pupils have been contacted directly to encourage attendance.

Senior Leaders have researched and developed a Cultural Capital Passport that pupils and staff will complete after each trip, club or visitor to school, which will capture the experiences that all pupils have on their journey through the Academy. Staff have had CPD around cultural capital and broadening experiences of all pupils. In year 2 of the strategy, this passport will be introduced to pupils with the intended impact of increasing the opportunities for all pupils to experience trips.

The academy continued its long-standing approach to offering after-school club places to disadvantaged pupils, who accessed choir, sports, crafts, art and board games clubs.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
ELSEC	Early Language Support for Every Child (ELSEC) DfE and Shropshire
Monster Phonics	
Reading AI	Lexplore
EAL Tracker	Bell Foundation

BPVS	GL Assessment
NTS	Hodder Education
Pathways (Read, Write, Progress)	The Literacy Company
Talk Boost	Ican
Mastering Number	National Centre for Excellence in the Teaching of Mathematics