

# Pupil premium strategy statement (2022)

## School overview

Metric	Data
School name	Scartho Junior Academy
Pupils in school	242
Proportion of disadvantaged pupils	27% (66 chd)
Pupil premium allocation this academic year	Estimated £82500
Academic year or years covered by statement	2021 - 2024
Publish date	10.10.2022
Review date	10.07.23
Statement authorised by	Mr Neville Rice
Pupil premium lead	Mrs Ruth Rose
Governor lead	Mrs Jill Dyson

## Disadvantaged pupil progress scores for last academic year

Measure	Score
Reading	Awaiting validation
Writing	Awaiting validation
Maths	Awaiting validation

## Strategy aims for disadvantaged pupils

Measure	Score
Meeting expected standard at KS2	Awaiting validation
Achieving high standard at KS2	Awaiting validation
Measure	Activity
Priority 1 (School SDP 2022/23)	Ensure all staff are trained in Hooked on Books and Vocab Ninja in order to utilise these strategies as part of the writing sequence (all evidence based training)
Priority 3 (School SDP 2022/23)	Embed expectations overview and written calculation policy in maths (Evidence based – EEF ) in lessons and cyclical blocks / sequences of T and L
Barriers to learning these priorities address	<ul style="list-style-type: none"><li>Pupils have been affected by partial school closures over the last two academic year. This has had a detrimental effect on phonics</li></ul>

	<p>knowledge and application and basic numeracy facts.</p> <ul style="list-style-type: none"> <li>• Pupils reading at home to an adult – this means that during tests the children do not always display the reading stamina needed to tackle the texts</li> <li>• support (in particular with Literacy skills) is not in place</li> <li>• Some FSM6 pupils typically have a poorer vocabulary and are therefore unable to ask and answer questions as well as their peers and utilise extended vocabulary and standard English within their writing.</li> </ul>
Projected spending	£38000

### Teaching priorities for current academic year

Aim	Target	Target date
Progress in Reading	Pupils will make expected progress (KS2 SATs data) of 0	July 23
Progress in Writing	Pupils will make expected progress (KS2 SATs data) of 0	July 23
Progress in Mathematics	Pupils will make expected progress (KS2 SATs data) of 0	July 23
Phonics	No data collected as KS2 only	-
Other	Internal data shows positive progress and attainment data in line with baseline starting points for each cohort	Reviewed termly

### Targeted academic support for current academic year

Measure	Activity
Priority 1 (SDP – Priority 1)	Interventions are in place for English (including Lexia, 'Catch up' Reading sessions in Yrs 4 and 5, Reading+ in Year 6, Phonics in Year 3 and School Led Tutoring in Years 3 and 4)
Priority 2 (SDP – Priority 3)	Interventions are in place for Wellbeing and SEMH in order for children to be able to access and retain their learning (including Lego therapy, Drawing therapy, use of 'Nurture Lady' and access to Educational Psychologist). Training for identified staff
Barriers to learning these priorities address	SEMH needs are increasingly prevalent 56% of those eligible for PPG are on the pastoral register (6% EHCP)

	18% of those eligible for PPG are on the SEN register, with a further 11% on the closely monitored register
Projected spending	£26000

### Wider strategies for current academic year

Measure	Activity
Priority 1 (SDP Priority 1)	Reading resources are updated Library area created
Priority 2	Improving attendance with extra curricular clubs and re-introduction of visits (inc residential)
Barriers to learning these priorities address	Covid restrictions have hampered external visits and residentials in particular
Projected spending	£15000

### Monitoring and Implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> <li>Data drops and moderation of writing – data is reliable</li> <li>Termly planning reviews with each year group – dedicated time for Subject leads and year groups</li> </ul>	<ul style="list-style-type: none"> <li>Time for and with standards and assessment leader t support TA</li> <li>Planning time given in addition to PPA three times a term</li> </ul>
Targeted support	<ul style="list-style-type: none"> <li>Timetabling of intervention groups to compliment learning within the classroom – enhance the learning not create breaks in learning</li> <li>Same children involved in different interventions (possible cognitive overload / missed learning in class / self confidence)</li> <li>Staff knowledge of therapies to support SEMH</li> </ul>	<ul style="list-style-type: none"> <li>Timetable developed by Standards and Assessment lead in conjunction with SEN lead and class teachers</li> <li>Weekly meeting with catch up teacher and standards lead to assess small step progress inc SEMH</li> <li>Training offered to all non-teaching staff and identified staff to support in delivery of Nurture and therapeutic play</li> </ul>
Wider strategies	<ul style="list-style-type: none"> <li>Staff availability to run clubs (including external agencies)</li> <li>Availability of residential</li> </ul>	<ul style="list-style-type: none"> <li>Sports coaches employed to support delivery of clubs</li> <li>Resources refreshed for sporting activities</li> </ul>

	<ul style="list-style-type: none"> <li>• Experience / qualification of visit leaders</li> </ul>	<ul style="list-style-type: none"> <li>• Training for visit leaders and refresher training in use of Evolve</li> </ul>
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### Review: last year's aims and outcomes

Aim	Outcome
Attainment in Maths	<p>2021</p> <p>Due to global pandemic no KS2 data.</p> <p>Internal data shows average progress in 3 year groups meaning attainment data is in line with starting points.</p> <p>One cohort data set does not follow this trend.</p> <p>2022</p> <p>85% ARE and 41% GDS.</p> <p>Progress +3.1</p> <p>Internal data is strong for two out of three year groups</p>
Progress in Reading	<p>2021</p> <p>Internal data shows average progress in all year groups in line with starting points.</p> <p>2022</p> <p>80% ARE 30% GDS</p> <p>Progress +1.3</p> <p>Internal data is strong for two out of three year groups</p>
Engagement in extra curricular activities and visits to enhance episodic and muscle memories	<p>Due to class bubbles, and covid restrictions on social distractions, limited extra curricular clubs and only one of 3 planned residential visits happened. Infrastructure in place for next year for year 3, Year 5 and year 6 residential visits. Due to cost of living concerns, more support offered to PPG families.</p>