



Pupil Premium Strategy statement for Newsome 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	211
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2024-2027
Date this statement was published	November 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Jane Fraser, Headteacher
Pupil premium lead	Jane Fraser, Headteacher
Governor / Trustee lead	Chair of Governors, Claire McCartney

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97,680
Recovery Premium Funding allocation this academic year	£0.00
Pupil Premium Finding carried forward from previous years	£0.00
Total Budget for this academic year	£97,680

Part A: Pupil premium strategy plan

Statement of intent

At Newsome Junior Academy, many of our disadvantaged children join us in Year 3 at a lower starting point than that of their peers. The Covid-19 pandemic, particularly for this vulnerable group of learners, resulted in gaps widening academically between our disadvantaged learners and their peers but also resulted in a huge rise in SEMH needs which continue to be prevalent across the school.

Our Pupil Premium Strategy aims to identify any gaps within pupil knowledge and to support all pupils both academically and pastorally to achieve their full potential and raise their aspirations. To do this we have referred to research from the EEF alongside our own knowledge of the school and the challenges our context brings.

Demography:

Newsome Junior Academy is a two form entry school with 211 on roll. The proportion of pupils known to be eligible for the pupil premium is above average with 37% of children eligible for free school meals (25.9% nationally).

The percentage of children receiving SEND support is 19% compared to 16% nationally and 2.4% have an EHCP (2.5%) nationally. 47% of our SEND children are also receiving free school meals and all 2/5 of our EHCP`s also receive free school meals.

PP Data 2022/23 % of children achieving age related expectations	KS2		KS2 2022/23	
	PP Children	Non PP Children	National PP	National All
Reading	42%	70%	59.6%	72.6%
Writing	26%	60%	57.8%	71.5%
Maths	47%	77%	58.4%	73%

Common barriers for our disadvantaged learners are:

- Varying levels of support at home and role models at home
- Weak reading skills and limited experiences of the wider world or to quality texts Vocab
- Vocabulary deficit from lack of reading experience and wider experiences of the world
- Poor attendance and punctuality
- Lack of resilience, confidence and aspiration
- Social and emotional barriers

There may also be complex family situations that prevent children from flourishing. 6 children are currently part of a TAF.

As a new academy (July 2024) we have re-assessed our pupil premium offer and set out a 3 year plan to help improve outcomes and life chances for all of our disadvantaged learners. Our ultimate aims are to:

- Narrow the attainment gap between disadvantaged and non-disadvantaged pupils within our curriculum and across all statutory assessments.
- All disadvantaged learners in school to make or exceed nationally expected progress rates.
- To support our pupils` health and well-being to enable them to access learning at an appropriate level.
- To widen the experiences and opportunities that children are provided with in order to increase aspiration.

We aim to do this through:

- Ensuring that teaching and learning opportunities meet the needs of all pupils.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, addressing in particular the needs of our socially disadvantaged pupils.

- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. (e.g. 12.7% of our pupils come from a Nigerian background and do not qualify for free school meals as their parents are attending the University of Huddersfield, despite indicators that they are socially disadvantaged)

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor attendance.</p> <p>2023/24: NFSM: 95.4% FSM: 91.2%</p> <p>Currently: NFSM 95.2% FSM: 93.7% (National Average: 94.3%)</p> <p>PA this year to date: 16.7% of which 58% receive free school meals</p>
2	<p>Behaviour linked to SEMH needs which adversely affects learning.</p> <p>Fixed Term Suspensions to date are related to disadvantaged learners.</p>
3	<p>Lower than average starting points on entry particularly in reading and writing.</p> <p>Disadvantaged learners typically have limited knowledge and understanding of the world and a vocabulary deficit which contributes to lower reading ability in particular. Many children rarely read with an adult outside of school and do not read independently at home. For many, reading is not supported and they miss out on a wealth of rich literature which impacts upon enjoyment, affects language learning and threatens to limit their writing and wider curriculum areas.</p>
4	<p>Outcomes at the end of KS2 for our disadvantaged learners.</p> <p>In 2023-2024, only 42% of our PP Learners achieved age related expectations in reading, 26% in writing and 47% in maths. Only 15% achieved EXS in all 3 areas. These figures are well below the national non-disadvantaged cohort.</p>
5	<p>Limited experiences and opportunities that result in lower vocabulary acquisition, aspirations and knowledge and understanding of the world.</p>

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	Actions 2024-2025	Actions 2025-2026	Actions 2026-2027
To improve disadvantaged learner`s attendance so that it is in line with non-disadvantaged learners both across the school and nationally.	<p>Data indicates that attendance for our disadvantaged learners is improving year on year and is in line with the national average.</p> <p>2024/5 – aim for 93%+ attendance</p> <p>2025/6 – aim for 94%+ attendance</p> <p>2026/7 – aim for 95%+ attendance</p>	<p>Implement new attendance policy, including a range of rewards and incentives for good attendance.</p> <p>Inclusion Officer to take the lead on attendance and liaise regularly with our families to support improved attendance.</p>	<p>Continue to embed attendance policy.</p> <p>Further develop the role of Inclusion officer to ensure it has a positive impact on PP attendance</p> <p>Range of data analysis tools implemented to delve deeper into attendance figures.</p>	Continue to develop incentives to improve school attendance.
To address SEMH needs and behaviour for our disadvantaged learners.	<p>The number of fixed term suspensions is reduced over time.</p> <p>Behaviour and attitudes for learning are good or better across the school.</p>	<p>Development of nurture provision led by the Inclusion Officer.</p> <p>Implementation of collaborative learning structures.</p>	Continue to develop the role of Inclusion officer so that it has a positive impact upon the needs of disadvantaged learners with SEMH needs across the school.	Continued staff CPD

		<p>Implementation of Dojo rewards.</p> <p>Regular analysis of behaviour by member of staff with a TLR for Behaviour and Attitudes to inform our school improvement action plan.</p> <p>Regular liaison with outside agencies to support children with SEMH needs.</p> <p>CPD for all staff across school: PDA Zones of Regulation</p>	<p>Continue to embed collaborative learning structure approach to engage all learners across the school.</p> <p>Continue to develop scaffolds for children with SEMH needs so that they can access provision successfully throughout the school day.</p> <p>Continued staff CPD</p>	
<p>Improving reading and writing outcomes for disadvantaged learners.</p>	<p>Data indicates year on year that the gap is narrowing between disadvantaged and non-disadvantaged learners.</p> <p>Data indicates over time that attainment for non-disadvantaged learners becomes closer to the national average for non-disadvantaged learners.</p>	<p>Quality CPD for all staff to ensure teaching is good or better across the school:</p> <ul style="list-style-type: none"> Jane Considine "Write Stuff" approach Philip Webb training IMAT Induction for new members of staff IMAT Curriculum support 	<p>Continue to deliver quality CPD for new members of staff based upon educational research.</p> <p>Continue to work with and moderate/evaluate our provision. Implement successful known strategies which will have impact upon provision and outcomes.</p>	<p>Continue to deliver quality CPD for new members of staff based upon educational research.</p> <p>Continue to work with and moderate/evaluate our provision. Implement successful known strategies which will have impact upon provision and outcomes.</p>

		<p>Continue to embed use of reading files and NGRT tests</p> <p>Reading Plus to be used each morning for Y5 and Y6 pupils</p> <p>Implement buddy reading system</p>	Homework club established for disadvantaged learners.	
<p>Improve outcomes at KS2 for disadvantaged learners.</p>	<p>Data indicates year on year that the gap is narrowing between disadvantaged and non-disadvantaged learners.</p> <p>Data indicates over time that attainment for non-disadvantaged learners becomes closer to the national average for non-disadvantaged learners.</p>	<p>Effective deployment of support staff to ensure intervention and boosters are in place for our disadvantaged learners.</p> <p>Forensic tracking of pupil progress half termly.</p> <p>Use of reading plus intervention.</p> <p>Quality CPD for all staff to ensure teaching is good or better across the school.</p>	<p>Effective deployment of support staff to ensure intervention and boosters are in place for our disadvantaged learners.</p> <p>Forensic tracking of pupil progress half termly.</p> <p>Use of reading plus intervention.</p> <p>Quality CPD for all staff to ensure teaching is good or better across the school.</p>	<p>Continue to deliver quality CPD for new members of staff based upon educational research.</p> <p>Continue to work with and moderate/evaluate our provision. Implement successful known strategies which will have impact upon provision and outcomes.</p>
<p>To develop our enrichment and personal development offer, particularly for our disadvantaged learners</p>	<p>All disadvantaged children receive a broad and balanced curriculum enriched by visits, trips and opportunities.</p>	<p>Residential for Y4 and 6</p> <p>After School Club offer developed and careful tracking of attendance to ensure 50%+ of places are</p>	<p>Residential for Y4, 5 and 6.</p> <p>After School Club offer developed and careful tracking of attendance to ensure 60%+ of places are</p>	<p>Residential for Y3, 4, 5, 6.</p> <p>After School Club offer developed and careful tracking of attendance to ensure 70%+ of places are</p>

		<p>taken up by our disadvantaged learners.</p> <p>Range of visits/visitors arranged to support the teaching of the curriculum.</p> <p>HLTA to attend Community Hub meetings and implement any experiences/opportunities that would benefit our disadvantaged learners.</p> <p>HAF in Christmas Holidays developed.</p> <p>Inclusion Worker to signpost families to additional activities taking place in the community.</p>	<p>taken up by our disadvantaged learners.</p> <p>Range of visits/visitors arranged to support the teaching of the curriculum.</p> <p>HLTA to attend Community Hub meetings and implement any experiences/opportunities that would benefit our disadvantaged learners.</p> <p>HAF in Christmas and Easter Holidays developed.</p> <p>Inclusion Worker to signpost families to additional activities taking place in the community.</p>	<p>taken up by our disadvantaged learners.</p> <p>Range of visits/visitors arranged to support the teaching of the curriculum.</p> <p>HLTA to attend Community Hub meetings and implement any experiences/opportunities that would benefit our disadvantaged learners.</p> <p>HAF in Christmas, Easter and Summer Holidays developed.</p> <p>Inclusion Worker to signpost families to additional activities taking place in the community.</p>
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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: **£35,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	How will we know if we have been successful?
Ensure the quality of teaching in all subjects and in all classrooms leads to good progress for all children.	DFE report: Supporting the attainment of disadvantaged pupils: articulating success and good practice (Nov 2015)	2, 3, 4	<ul style="list-style-type: none"> • KS2 Outcomes improved in 2024/5. • Class data indicates that children have made good progress from their starting points. • Monitoring evidence indicates that teaching has improved throughout the year. • Books are of high quality and progress can be evidenced throughout the year.
The Deputy Head Teacher is released 50% of the time to develop the curriculum, coach and improve teaching practise and quality assure planning. This is done through co-planning, modelling and review of learning in books.	DFE report: Supporting the attainment of disadvantaged pupils: articulating success and good practice (Nov 2015)	2, 3, 4	<ul style="list-style-type: none"> • KS2 Outcomes improved in 2024/5. • Class data indicates that children have made good progress from their starting points. • Monitoring evidence indicates that teaching has improved throughout the year. • Books are of high quality and progress can be evidenced throughout the year.
Quality CPD given to all staff:	EEF: Effective Professional Development	3,4	<ul style="list-style-type: none"> • KS2 Outcomes improved in 2024/5.

<p>Jane Considine “Write Stuff” to develop writing strategies.</p> <p>Phillip Webb guided reading training.</p>	<p>EEF Reading Comprehension Strategies</p>		<ul style="list-style-type: none"> • Class data indicates that children have made good progress from their starting points. • Monitoring evidence indicates that teaching has improved throughout the year. • Books are of high quality and progress can be evidenced throughout the year.
<p>Deputy Head Teacher to work alongside Trust lead to further develop the curriculum to provide high quality, broad and balanced learning activities enabling quality and impactful learning for disadvantaged children including quality CPD for foundation subjects and the use of collaborative learning structures..</p>	<p>EEF Teaching and Learning Toolkit</p> <p>DFE: Teaching a Broad and Balanced Curriculum for Education Recovery 2021</p> <p>EEF Professional Development</p>	<p>2,3,4,5</p>	<ul style="list-style-type: none"> • Monitoring evidence indicate that engagement in learning improves throughout the year. • Books are of high quality and progress can be evidenced throughout the year. • Pupil voice indicate children enjoy their learning and can recall and retrieve information learnt throughout the year.
<p>CPD for staff on:</p> <ul style="list-style-type: none"> • My Happy Mind • Zones of regulation • PDA • Emotion Coaching • De-escalation techniques <p>to improve the quality of social and emotional learning.</p>	<p>EEF: Teaching and Learning Toolkit</p>	<p>1, 2, 3, 4</p>	<ul style="list-style-type: none"> • The number of fixed term suspensions reduces throughout the year. • All children are able to access a broad and balanced curriculum throughout the year. • Boxall data indicates progress is made over time in relation to social and emotional learning

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

Budgeted cost: **£37,680**

Activity	Evidence that supports this approach	Challenge number(s) addressed	How will we know if we have been successful?
1:1 reading support for those children identified as requiring specific intervention through the use of NGRT.	DFE: The Reading Framework	3,4	NGRT scores improve throughout the year. Improved reading outcomes at KS2.
Identified staff members to deliver specific intervention for those children who did not pass the phonics test in Year 2.	EEF Teaching and Learning Toolkit	3	NGRT scores improve throughout the year.
Foster a love of reading through the reading buddy and reading friends approach.	DFE: The Reading Framework	3	Pupil Voice indicates children enjoy reading a range of texts throughout the year.
Identified staff members to deliver intervention for Y6 children identified within the Y6 RaaP.	EEF Teaching and Learning Toolkit	4	Improved outcomes at KS2.
Daily reading plus sessions for Y5&6.	EEF Teaching and Learning Toolkit	3,4	NGRT scores improve throughout the year. Improved reading outcomes at KS2.
Targeted one to one and group interventions to address social and emotional difficulties.	EEF Teaching and Learning Toolkit	1,2,5	Reduced number of fixed term suspensions.

IDL Spelling Shed			Improvement in spelling
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£25,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed	How will we know if we have been successful?
Offer 2 residentials for Y4 and Y6 over the academic year to develop experiences, resilience, confidence and personal skills.	EEF Teaching and Learning Toolkit	5	Pupil Voice indicate that our residentials have had a positive impact.
Implement a broad and balanced curriculum through specialist staff: Swimming Y4 Brass Y5 Taekwondo: Y5 Drama: Y5 Sports Coach: Y3	EEF Teaching and Learning Toolkit	1,2,5	Pupil Voice indicate that our provision has had a positive impact.
Employ an Inclusion Officer to support improvements in attendance through targeted work with children, families and outside agencies.	DFE: Working Together to Improve Attendance	1	Attendance figures improve throughout the year and PA is reduced.
Improve attendance across the school and reduce the number of persistent absentees through: <ul style="list-style-type: none"> Attendance Team release time 	DFE: Working Together to Improve Attendance	1	Attendance figures improve throughout the year and PA is reduced.

<ul style="list-style-type: none"> Rewards and Incentives offered throughout the year 			
<p>Extra-curricular opportunities provided:</p> <ul style="list-style-type: none"> Sporting clubs Sporting tournaments Y6 Conference Literacy Festival Music Festival Bookplus Safety Rangers Pedestrian Crossing Training Bikeability Pantomime Visit Whole School Chester Zoo Trip SPIN Events Miss Sunderland Competition School Choir Recorder Group Breakfast Club and After School Club Newsome Sing 	EEF Teaching and Learning Toolkit	1,2,5	Pupil Voice indicate that our provision has had a positive impact.

Total budgeted cost: £ 97,680

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that there is still a large gap between our disadvantaged pupils and their peers' attainment:

In 2023-2024, only 42% of our PP Learners achieved age related expectations in reading, 26% in writing and 47% in maths. Only 15% achieved EXS in all 3 areas. These figures are well below the national non-disadvantaged cohort.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. The data demonstrated that the majority of persistent absentees and children receiving a fixed term suspension are from our disadvantaged group of learners.

Therefore, our strategy has been re-written as we have now moved to academy status and our new aims and objectives have been outlined in the 3 year plan above.

Externally provided programmes

Programme	Provider
My Happy Mind	Kirklees Council
Reading Plus	Dreambox Learning
TT Rockstars	Maths Circle
ELS	Oxford Reading Tree
Music Services - Musica	Kirklees Council
Swimming Service	Kirklees Council

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
The impact of that spending on service pupil premium eligible pupils

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:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years 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, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.