

## Pupil Premium Report – Impact Report for academic year 2023 / 2024

Detail	Data
Academy name	Lowedges Junior Academy
Number of students/pupils in the academy in 2022/23	310
Total funding - Pupil premium & Recovery premium allocation academic year 2022/23	£336, 400
Proportion (%) of pupil premium eligible students/pupils	70%
<b>Headline figures for summer 2024:</b>	
GLD National average 2023 67%	54%
GLD (PP)	50%
Y1 Phonics <b>*National avg 79%</b>	82%
Y1 Phonics (PP)	76%
Y2 Phonics <b>*National avg 79%</b>	96%
Y2 Phonics (PP)	97%
KS2 EXP Reading <b>*National avg 74%</b>	64%
KS2 EXP Reading (PP)	57%
KS2 EXP Writing <b>*National avg 72%</b>	67%
KS2 EXP Writing (PP)	63%
KS2 EXP Maths <b>*National avg 73%</b>	69%

KS2 EXP Maths (PP)	67%
KS2 Reading, writing, maths combined <b>*National avg 61%</b>	50%
KS2 Reading, writing, maths combined (PP)	43%
Attendance (all)	92%
Attendance (PP)	90.9%
Suspensions (all)	10 pupils
Suspensions (PP)	10 pupils

<b>Activity</b> <b>Spending allocated</b> <b>£141,000</b>  <b>1. Teaching (for example, CPD, recruitment and retention)</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Impact 2022-2023</b>
Release time for Early Reading Leader to monitor phonics provision.	<p><b>EEF Improving Literacy in KS1 Recommendations 3 &amp; 8</b></p> <ul style="list-style-type: none"> <li>• Robust training programme/ monitoring /evaluation of phonics teaching.</li> <li>• Continue to embed consistent approach to the teaching of phonics through the ACET Phonics Programme.</li> <li>• Staff training to secure consistency in approach to delivery highly structured interventions.</li> </ul>	<p>4</p> <p>£30,000</p> <p>£5,000</p>	<p>In Summer Term 2022, 69% of Y1 pupils passed the PSC. However, all pupils who did not pass achieved a much higher score than in previous years. 65% of Year 2 pupils initially passed the PSC in the Autumn term (delivered in Autumn term due to COVID), then after the re-take, overall 84% of Y2 pupils had passed, with the percentage of pupils with SEND passing at 76%.</p> <p>In the Summer Term 2023, 79% of Y1 pupils passed the PSC (in line with national); with 81% of PP pupils passing the check.</p> <p>In Summer Term 2024, 82% of Y1 pupils passed the PSC (above National average) and 96% of Y2 pupils passed the PSC.</p>

<p>Release time for SENDCo to monitor provision for pupils with SEND.</p>	<p><b>EEF Improving Literacy in KS1 Recommendations 7 &amp; 8</b></p> <ul style="list-style-type: none"> <li>• In class support to model to staff strategies to use to meet the needs of pupils with SEND – securing Quality First teaching.</li> <li>• Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact.</li> </ul>	<p>3</p> <p>£25,000</p>	<p>Release time of SENDCo is used to support pupils and staff in class – pupils provision matches their level of need.</p> <p>Interventions in place during 2022-23 and 2023 -24 and showed impact. Pupils attending attention autism progressed onto level 2 and showed an increase in focus during lessons.</p>
<p>Purchase of additional reading resources.</p>	<p><b>EEF Improving Literacy in KS1 Recommendations 3 &amp; 4</b></p> <ul style="list-style-type: none"> <li>• Successful implementation of a systematic phonics programme. Additional books/resources purchased to match the ACET Phonics Programme.</li> <li>• Promotion of reading for pleasure through additional library resources.</li> <li>• Purchase of additional reading resources to develop reading comprehension Y2-Y6.</li> <li>• Books purchased to support reading across the curriculum.</li> </ul>	<p>4</p> <p>£10,000</p>	<p>Additional texts purchased to supplement the Phonics scheme. Sheffield Library Service used by all staff to enhance book corner provision as well as gain copies of the English, Reciprocal Reading and Love to Read texts for all year groups.</p> <p>New English scheme purchased with copies of books so pupils can have their own copy.</p> <p>New books for the library purchased to provide pupils with up-to-date texts to choose for their 'love to read' books.</p>

<p>Additional support staff appointed to deliver structured interventions.</p>	<p><b>EEF Improving Literacy in KS1 Recommendation 8</b></p> <p><b>EEF Special Educational Needs Provision in Mainstream Schools</b></p> <ul style="list-style-type: none"> <li>• A significant number of pupils require additional targeted support to develop literacy and Mathematical skills.</li> <li>• Small group intervention support in place which is regularly reviewed.</li> </ul>	<p>1 &amp; 6</p> <p>£60,000</p>	<p>Additional support staff in place and interventions are mapped out according to level of need across the academy.</p> <p>Interventions are tracked and monitored by the SENDCo.</p> <p>Additional Maths intervention purchased – First Class @ Number and implemented with Y2 pupils as part of a trial – this showed impact on the gaps in their learning.</p>
<p>Implementation of academy EAL Strategy</p>	<p><b>EEF English as an Additional Language</b></p> <p><b>EEF Special Educational Needs Provision in Mainstream Schools</b></p> <ul style="list-style-type: none"> <li>• Academy-wide EAL Strategy implemented following bespoke support from Learn Sheffield (subscription to Learn Sheffield school improvement support).</li> <li>• EAL Lead and Team identified.</li> <li>• Dual language books purchased to support reading at home in first language.</li> <li>• Intervention programme identified to support all pupils with EAL.</li> <li>• Review of systems for identification of pupils who are EAL with SEND.</li> </ul>	<p>8</p> <p>£3000</p>	<p>EAL lead in place with a member of support staff trained within EAL specialist.</p> <p>Updated policy in place with assessment procedure clearly identified - Pupils, who are new to country, receive an in-depth assessment within the first half-term of arriving into the academy. Interventions for pupils new to English in place and monitored by the EAL lead.</p> <p>Where EAL pupils may highlight as a concern, caution is taken to identify if the need is SEND or EAL. These pupils are placed on monitoring on the SEND register.</p>

<b>Activity</b> <b>Spending allocated</b> <b>£123,000</b> <b>2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Impact 2022 - 2023</b>
<b>Additional speech and language therapy teaching /intervention.</b>	<b>EEF Improving Literacy in KS1 Recommendations 1 &amp; 8</b> <ul style="list-style-type: none"> <li>• Additional speech and language therapy provision purchased in addition to Sheffield core offer, due to increasing number of pupils presenting with speech, language and communication SEND needs.</li> <li>• Additional member of support staff appointed to implement advice from speech and language therapist in order to ensure all relevant pupils have access to allocated support.</li> <li>• Staff training to secure consistency in approach to delivery highly structured interventions.</li> </ul>	<p>4</p> <p>£25,000</p> <p>£20,000</p> <p><b>£5,000</b></p>	<p>Teaching assistants implement NELI in EYFS</p> <p>2022-2023</p> <p>Assessment at the start of the academic year – 75% of cohort passed.</p> <p>8 pupils required NELI intervention</p> <p>6/8 of pupils have passed and achieved the early learning goal in communication and language. Out of the two not passed, one received EAL intervention and achieved early learning goal in communication and language.</p> <p><u>EYFS Outcomes</u></p>

			<p>2021/22 – 61% of PP reached ELG in C+L</p> <p>2022/23 – 86% of PP reached ELG in C+L</p> <p>2021/22 – 22% of SEND reached ELG in C+L</p> <p>2022/23 – 75% of SEND reached ELG in C+L</p> <p>2023/24 – 82% reached ELG in C+L</p> <p>2023-24 – 73% of PP reach ELG in C+L</p> <p>2023-2024 – 33% of SEND reached ELG in C+L.</p>
<p><b>Structured interventions to support catch-up and targeted support for individual pupils.</b></p>	<p><b>EEF Making Best Use of Teaching Assistants</b></p> <p><b>Recommendations 5 &amp; 6</b></p> <ul style="list-style-type: none"> <li>• ACET Assistant Inclusion Manager supporting training and delivery of intervention support.</li> <li>• Clear entry and exit points assessed to evaluate effectiveness and impact.</li> <li>• NTP</li> </ul>	<p>3</p> <p>£27,000</p> <p>£20,000</p>	<p>Interventions are in place for all pupils including those of SEND/EAL – use of release time for class teachers to support with booster groups / catch-up in place and as a result, pupils’ gaps in subject knowledge has reduced.</p> <p>KS1/KS2/MTC results all increased during 2022-2023 academic year and continued to increase slightly in 2023/2024.</p>
<p><b>TAs help pupils to develop independent learning skills.</b></p>	<p><b>EEF Making Best Use of Teaching Assistants</b></p> <p><b>Recommendation 3</b></p> <ul style="list-style-type: none"> <li>• In class support and training for TAs to ensure they are supporting</li> </ul>	<p>3</p> <p>£5,000</p>	<p>All pupils who are not at ARE in reading are heard read every day and have bespoke additional phonics interventions.</p>

	<p>teachers to secure quality first teaching and provision in the classroom.</p> <ul style="list-style-type: none"> <li>ACET Inclusion Manager and SENDCo to deliver support staff CPD and bespoke support to meet individual staff requirements.</li> </ul>	<p>£5,000</p>	<p>Assistant Inclusion Manager in post and monitored interventions and provided training for support staff on interventions.</p> <p>CPD delivered to support staff on various interventions, this gave staff more confidence in the delivery of interventions.</p>
<p><b>Structured EAL interventions support pupils' acquisition of the English language and secure accelerated progress.</b></p>	<p><b>EEF Improving Literacy in KS1 Recommendation 1</b></p> <p><b>EEF English as an Additional Language</b></p> <ul style="list-style-type: none"> <li>In class support and training for all staff on delivery of vocabulary intervention.</li> <li>Baseline assessment of pupils with EAL on arrival at the academy using Sheffield assessment tool.</li> </ul>	<p>8</p> <p>£5,000</p>	<p>Use of the STAR approach in classrooms to teach new vocabulary. Consistency in the use of yellow bricks.</p>



<b>Activity</b> Spending allocated £72,000 3. <b>Wider strategies (for example, related to attendance, behaviour, wellbeing)</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>	<b>Impact 2022 - 2023</b>
Appointment of full-time EWO.	<ul style="list-style-type: none"> <li>• Daily contact with a trusted adult is imperative to improving attendance at Lowedges.</li> <li>• EWO home visits support parents/carers to get their child to school.</li> <li>• Sheffield procedures fully embedded in order to be compliant with LA protocols.</li> </ul>	2  £30,000	A new EWO was appointed for 2023-2024. The EWO role has remained pivotal in ensuring disadvantaged pupils attend school every day.  Increase in attendance and PA reduced from 97 pupils to 53 pupils across the academic year.
<b>Implementation of ACET Wellbeing Policy</b>	<b>EEF Healthy Minds</b> <ul style="list-style-type: none"> <li>• Mental Health Lead identified support by ACET Senior Mental Health Lead.</li> <li>• Training access as required linked to DfE programme.</li> <li>• Release time to model best practice to staff and deliver required support for individual pupils.</li> <li>• ACET Wellbeing Policy fully implemented.</li> <li>• Purchase of resources as required to support wellbeing of</li> </ul>	£10,000	Mental health lead has completed the DfE training.  Lowedges is a host school for Healthy Minds Mental Health Support Team offer - Delivering evidence-based interventions for mild to moderate mental health needs (e.g., guided self-help or parent-led CBT for anxiety / low mood) is in place for a small number of PP pupils.

	disadvantaged pupils and their families.		
<b>Trauma Informed Lead appointed to lead whole school approach to supporting pupils with SEMH needs /trauma.</b>	<b>EEF Social and Emotional Learning</b> <ul style="list-style-type: none"> <li>• Staff training delivered in order that all staff are informed about the impact of trauma on children and their families.</li> <li>• Robust identification of pupils who have experienced trauma through clear roles/responsibilities of members of the Inclusion Team.</li> <li>• Half termly meetings for all staff with Inclusion Team.</li> <li>• Implementation of suitable and effective support for identified pupils.</li> <li>• Consistent use of language across the academy.</li> </ul>	£5,000	<p>The SENDCo and Inclusion Manager have both completed the full training for Trauma Informed. In the summer term 2023, all staff have received training on restorative justice practise to support with embedding trauma informed approaches – consistent language is in place across the academy.</p> <p>During the Spring and Summer term of 2023-2024, was a rise in SEMH behaviours. SENDCo, Inclusion Manager and Principal met weekly – more pupils going forward for EHCP.</p>
<b>Subsidised uniform package.</b>	<ul style="list-style-type: none"> <li>• Heavily subsidised uniform pack available to all pupils and parents/carers.</li> <li>• Footwear items available for pupils to loan on a daily basis.</li> <li>• Additional clothing to ensure all pupils are able to participate in statutory and non-statutory physical education.</li> <li>• Additional clothing items available for pupils to loan to support</li> </ul>	£25,000	Uniform packages remain to be subsidised and uniform is available to loan in order that pupils can full participate in activities relating to their education.

	participation in educational visits (waterproof coats/wellies).		
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