

Pupil Premium Strategy Statement

Lowedges Junior Academy

2024-2027

This statement details our academy'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 effect that last year's spending of pupil premium had within our school.

Academy Overview

Detail	Data
Academy name	Lowedges Junior Academy
Number of pupils in school	301 + 17 FS1
Proportion (%) of pupil premium eligible pupils	70%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-25; 2025-26; 2026-27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Rebecca Scutt
Pupil premium lead	Lindsay Jones
Governor / Trustee lead	Clive Opie

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,790.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£291,790.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Lowedges Junior Academy's intent is that all pupils, regardless of their social or economic background, or the challenges that they face, have access to an ambitious curriculum designed to equip them with the knowledge and cultural capital they need to success in life. Lowedges Junior Academy aims to ensure that all pupils, irrespective of their background, make the best possible progress and achieve well, enabling them to succeed in the next stage of their education and become successful citizens.

Due to the context of Lowedges Junior Academy, some pupils' achievement is at risk because of circumstances including aspiration, parental engagement, the development of communication and language skills and cultural knowledge, as well as health and welfare considerations such as emotional support and living conditions. Therefore, these challenges that are faced by all vulnerable pupils, including those children with social workers, and those who are young carers, will be considered and the activity outlined in this statement is intended to support all of these pupils needs regardless of whether they are disadvantaged or not or whether they are high or low prior attainers.

Lowedges Junior Academy's priority is a commitment to raising standards, closing gaps and addressing barriers to learning. Therefore, it is key that all teaching and support staff understand the challenges of educational disadvantage and recognise their responsibility in addressing them. Lowedges Junior Academy is committed to 'closing the gap' between vulnerable pupils and the rest of the school population.

The focus of this Pupil Premium Strategy is that both barriers to learning and barriers to success are removed through carefully planned, precise interventions and support. As a result, our intent is that all pupils, particularly the most disadvantaged, consistently achieve highly and have the knowledge and skills needed for future learning and employment.

High-quality teaching, including strong wave 1 provision, is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Lowedges Junior Academy's approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantage. The approaches that are adopted complement one other to enable pupils to excel.

To ensure these are effective Lowedges Junior Academy will:

- ensure disadvantaged pupils are challenged in the work that they are set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Lowedges Junior Academy's intent is to consistently promote the extensive personal development of all pupils, to ensure that all pupils including disadvantaged pupil have access to a wide, rich set of experiences which support them to raise their aspirations and develop their interests and talents. The high expectations of all pupils alongside rich ambitions for personal development ensures that barriers to success are removed and pupils are given the strategies to manage their behaviour, regulate their emotions and function as successful members of the academy community.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes at end of KS2 for disadvantaged pupils is lower than the national average, with the combined measure being significantly lower than National Average (2023-24 results Combined DA = 43%, National Average = 61%)
2	Attendance – academy attendance is below the national average and persistent absence is above the national average for disadvantaged pupils.
3	SEND – in 2023-24, 31% of the academy population (94 pupils) were identified as SEND on the register. 83% of these pupils (78 pupils), were disadvantaged. Speech and Language is a significant barrier to learning for the youngest children identified with SEND. During 2023-24, there has been a rise in SEMH needs.
4	Early Reading - due to early speech and language difficulties, the acquisition of phonics is a challenge for some of the disadvantaged pupils. Disadvantaged pupils need the opportunity to read to an adult in school on a daily basis. Delays in the acquisition of language and ability to decode fluently, means many disadvantaged pupils struggle to develop their understanding of written texts.
5	Vocabulary – due to early speech and language difficulties, many pupils have a limited vocabulary. This becomes a significant barrier as pupils progress into KS2. This impacts on attainment across all curriculum areas.
6	Writing – difficulties with fine motor skill development to support pencil control impacts on children's ability to form letters correctly, which makes the process of handwriting challenging. Coupled with difficulties in spelling, many pupils do not have the required automaticity of skills to allow them to focus on the structure and content of their writing.
7	Extra-curricular activities – many disadvantaged pupils do not have interests or hobbies they enjoy, or can talk about. Many families are not able to afford the cost of club fees and travel costs.
8	EAL – September 2024, 16% (46 pupils) of the academy population are EAL. 78% (36 pupils) of the EAL cohort are disadvantaged.

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
<p>Outcomes for end of KS2 combined are in line with national average.</p>	<ul style="list-style-type: none"> • Percentage of pupils in each year group reach at least 70% ARE in Reading, Writing and Maths. • Percentage of pupils achieving EXP at end of Key Stage 2 is in line with national average for Reading, Writing, Maths and Combined. • Quality of teaching and learning in every classroom is constantly at least good and lessons are engaging and creative.
<p>Pupils able to recall and apply learning of Mathematical concepts.</p> <p>Pupils effectively use strategies to help them remember information and taught concepts.</p>	<ul style="list-style-type: none"> • Outcomes in Mathematics are in line with national average in EYFS, KS1 & KS2 by July 2025. • All cohorts achieve 70% + of pupils working at ARE in Mathematics by July 2025. • Metacognitive strategies consistently in place throughout all teaching of Mathematics as evidenced through monitoring, evaluation and review.
<p>Academy attendance significantly improves and persistent absence reduces.</p>	<ul style="list-style-type: none"> • Whole academy attendance is >96% by July 2025. • Attendance for disadvantaged pupils is in line with the attendance of all pupils. • Persistent absence is <9% by July 2025. • SEND persistent absence reduces from 20% to be in line with national average by July 2025.
<p>Pupils with SEND have access to increased speech and language intervention.</p> <p>Pupils with SEMH needs are identified and have access to interventions and support.</p>	<ul style="list-style-type: none"> • Due to intervention within the academy, more pupils can access intervention for longer. • Academy staff are able to observe best practice intervention in order that they can deliver speech and language programmes more effectively. • By July 2025, pupils with SEND leave FS2 with the required level of language and communication skills. • Pupils with SEMH needs have access to interventions and support in order that the number of suspensions and behaviour incidents decrease.
<p>Pupils read fluently by the end of KS1, demonstrating a good comprehension of what they have read.</p>	<ul style="list-style-type: none"> • By the end of July 2025, additional speech and language intervention ensures all pupils meet FS2 milestones relating to speech and communication. • By July 2025, 100% of pupils can decode fluently by the end of Y1. • By July 2025, pupils' attainment at the end of Y1 and Y2 is at least 70% reaching ARE.

<p>Pupils will be able to write with automaticity.</p>	<ul style="list-style-type: none"> • By July 2025, all pupils demonstrate age/stage-appropriate pencil grip. • By July 2025, all pupils enter KS2 being able to apply phonics to spelling. • By July 2025, all pupils enter KS2 being able to focus on writing structure and content with automaticity of basic skills in handwriting, spelling and sentence structure. • By July 2025, at least 70% of each cohort have learnt and can recall the majority of the spelling strategies for their year group and apply these to their writing.
<p>Pupils are able to demonstrate a varied vocabulary.</p>	<ul style="list-style-type: none"> • By July 2025, all pupils are able to use subject-specific language when recalling their learning. • By the end of KS1 in July 2024, all pupils will be able to speak fluently in sentences. • By the end of KS2 in July 2024, pupils' written work and dialogue will demonstrate automaticity of varied word choices and use of subject-specific language.
<p>All pupils are able to access extra-curricular provision.</p>	<ul style="list-style-type: none"> • By July 25, the academy offers a range of extra-curricular activities to all pupils from FS2-Y6. • By July 2025, all pupils are able to discuss a hobby/interest they have beyond academic subjects.
<p>Pupils with EAL make accelerated progress as demonstrated through their acquisition of the English language and Early Reading.</p>	<ul style="list-style-type: none"> • Pupils with EAL are able to access language interventions at all levels. • Pupils, who are new to country, are able to access the whole curriculum with bespoke scaffolding and interventions in place.

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: £ 207,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for Early Reading Leader to monitor phonics provision.	<p>EEF Improving Literacy in KS1 Recommendations 3 & 8</p> <ul style="list-style-type: none"> • Robust training programme/ monitoring /evaluation of phonics teaching. • Continue to embed consistent approach to the teaching of phonics through the ACET Phonics Programme. • Staff training to secure consistency in approach to delivery highly structured interventions. 	<p>4</p> <p>£18,000</p> <p>£3,000</p>
<p>Release time for SENDCo to monitor provision for pupils with SEND.</p> <p>Release time for Assistant Inclusion Manager to support the SENDCo in ensuring correct provision is in place for SEND pupils.</p>	<p>EEF Improving Literacy in KS1 Recommendations 7 & 8</p> <ul style="list-style-type: none"> • In class support to model to staff strategies to use to meet the needs of pupils with SEND – securing Quality First teaching. • Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact. 	<p>3</p> <p>£35,000</p>
Recruitment of a Learning Mentor to support pupils with SEMH needs.	<p>EEF Social and Emotional Learning</p> <ul style="list-style-type: none"> • In class support to model strategies to both pupils and staff on regulation of emotions. • Structured interventions for pupils with SEMH needs to support with emotion recognition and regulation. • Structured sensory breaks to support with emotional regulation. 	<p>3</p> <p>£32,000</p>
Recruitment of Sports Coaches to support with the development of pupils' interests and hobbies.	<p>EEF Physical Activity</p> <ul style="list-style-type: none"> • Offering a wider range of after-school clubs / lunchtime clubs for all pupils to access within the academy. • Development of the lunchtime offer, with structured activities to support interests and hobbies as well as improving behaviour. 	<p>3, 7</p> <p>£26,000</p>

	<ul style="list-style-type: none"> Development of interests and hobbies for pupils through before/after-school clubs and visitors to the academy. 	
Recruitment of KS1 and KS2 Lead Practitioners to support and develop the quality of teaching and learning, through engaging and creative lessons in order that outcomes improve.	EEF Effective Professional Development <ul style="list-style-type: none"> KS1/KS2 Lead Practitioners to be role-models for setting high quality teaching and learning within lessons and within the environment. KS1/KS2 Lead Practitioners to support leading whole staff CPDL sessions as well bespoke CPDL/support to improve the engagement and creativity of teaching and learning in all year groups. 	1 £60,000
Additional support staff appointed to deliver structured interventions.	EEF Improving Literacy in KS1 Recommendation 8 EEF Special Educational Needs Provision in Mainstream Schools <ul style="list-style-type: none"> A significant number of pupils require additional targeted support to develop literacy and Mathematical skills. Small group intervention support in place which is regularly reviewed. 	1, 4 & 6 £30,000
Implementation of academy EAL Strategy	EEF English as an Additional Language EEF Special Educational Needs Provision in Mainstream Schools <ul style="list-style-type: none"> Academy-wide EAL Strategy consistently implemented and embedded. EAL Lead and Team identified. Dual language books purchased to support reading at home in first language. Intervention programme identified to support all pupils with EAL and is monitored and progress tracked. Review of systems for identification of pupils who are EAL with SEND. 	8 £3,000

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional speech and language therapy intervention.	EEF Improving Literacy in KS1 Recommendations 1 & 8 <ul style="list-style-type: none"> Additional member of support staff to implement advice from speech and language therapist in order to ensure all 	4 £30,000

	<p>relevant pupils have access to allocated support.</p> <ul style="list-style-type: none"> • Staff training to secure consistency in approach to delivery highly structured interventions. • ‘Tiny Talkers’ implemented in Nursery and Reception. • Interventions, like ‘speech link’ implemented to target key gaps in pupils’ speech and language development. 	£3,000
Structured interventions to support catch-up and targeted support for individual pupils.	<p>EEF Making Best Use of Teaching Assistants Recommendations 5 & 6</p> <ul style="list-style-type: none"> • Purchase of LBQ (Learning by Questions) platform for Year 6 pupils to address gaps in subject knowledge for Maths, SPAG and Reading. • TA support directed to Y6 to support with interventions around gaps in knowledge. • HLTA support directed to Y5 to teach a small group of pupils – Year group to be split three ways. 	1, 3, 4 and 6 £1,000
TAs help pupils to develop independent learning skills.	<p>EEF Making Best Use of Teaching Assistants Recommendation 3</p> <ul style="list-style-type: none"> • In class support and training for TAs to ensure they are supporting teachers to secure quality first teaching and provision in the classroom. • ACET Inclusion Manager, Assistant Inclusion Manager, SENDCo and Learning Mentor to deliver support staff CPD and bespoke support to meet individual staff requirements. 	1, 3 £3,000
Structured EAL interventions support pupils’ acquisition of the English language and secure accelerated progress.	<p>EEF Improving Literacy in KS1 Recommendation 1</p> <p>EEF English as an Additional Language</p> <ul style="list-style-type: none"> • In class support and training for all staff on delivery of vocabulary intervention. • Baseline assessment of pupils with EAL on arrival at the academy using Sheffield assessment tool. 	8 £3,000

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of full-time EWO.	<ul style="list-style-type: none"> • Daily contact with a trusted adult is imperative to improving attendance at Lowedges. • EWO home visits support parents/carers to get their child to school. • Sheffield procedures fully embedded in order to be compliant with LA protocols. 	<p>2</p> <p>£30,000</p>
Subsidised uniform package.	<ul style="list-style-type: none"> • Heavily subsidised uniform pack available to all pupils and parents/carers. • Footwear items available for pupils to loan on a daily basis. • Additional clothing to ensure all pupils are able to participate in statutory and non-statutory physical education. • Additional clothing items available for pupils to loan to support participation in educational visits (waterproof coats/wellies). 	<p>£15,000</p>

Total budgeted cost: £292,000

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 2020 to 2021 academic year.

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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

Service pupil premium funding (optional)

N/A

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.