

Pupil Premium Report – Impact Report for academic year 2024/2025

Detail	Data
Academy name	Lowedges Junior Academy
Number of students/pupils in the academy in 2024/2025	277 + 22 N2
Total funding - Pupil premium & Recovery premium allocation academic year 2024/2025	£291,790.00
Proportion (%) of pupil premium eligible students/pupils	70%
Headline figures for summer 2025:	
GLD National average 2024 54%	67%
GLD (PP)	47%
Y1 Phonics *National avg 79%	68%
Y1 Phonics (PP)	73%
Y2 Phonics *National avg 79%	90%
Y2 Phonics (PP)	50%
KS2 EXP Reading *National avg 74%	68%
KS2 EXP Reading (PP)	65%
KS2 EXP Writing *National avg 72%	73%
KS2 EXP Writing (PP)	69%
KS2 EXP Maths *National avg 73%	61%

KS2 EXP Maths (PP)	54%
KS2 Reading, writing, maths combined *National avg 61%	59%
KS2 Reading, writing, maths combined (PP)	54%
Attendance (all)	91.4%
Attendance (PP)	90.9%
Suspensions (all)	77 suspensions - 32 pupils
Suspensions (PP)	24 pupils

Activity Spending allocated £141,000 1. Teaching (for example, CPD, recruitment and retention)	Evidence that supports this approach	Challenge number(s) addressed	Impact 2024-2025
Release time for Early Reading Leader to monitor phonics provision.	EEF Improving Literacy in KS1 Recommendations 3 & 8 <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. 	4 £18,000 £3,000	In Summer Term 2025, 68% of Y1 pupils passed the PSC (below National average) and 90% of Y2 pupils passed the PSC. Only 54% of the Y1 cohort achieved GLD.
Release time for SENDCo to monitor provision for pupils with SEND. Release time for Assistant Inclusion Manager to support the SENDCo in ensuring	EEF Improving Literacy in KS1 Recommendations 7 & 8 <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, 	3 £35,000	Release time of SENDCo was increased during 2024-2025 to support with addressing the SEMH need that had arisen. The SENDCo release time is used to support pupils and staff in class – by the end of summer term 2025 pupils provision matched their level of need.

correct provision is in place for SEND pupils.	including assessment and evaluation of impact.		Interventions were in place for pupils with SEMH needs and for pupils with an EHCP.
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. <p>Structured sensory breaks to support with emotional regulation.</p>	<p>3</p> <p>£32,000</p>	Learning Mentor was appointed in January 2025. This role has shown a huge amount of impact with supporting the SEMH pupils being able to access their learning in the classroom and access additional support where needed.
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. Development of interests and hobbies for pupils through before/after-school clubs and visitors to the academy. 	<p>3, 7</p> <p>£26,000</p>	<p>Recruitment of sports coaches was in place from January 2025. There are two coaches that teach PE – pupil were exercising more and enjoying PE more.</p> <p>The two coaches offer structured activities over lunchtime, which has had an impact on behaviour incidents and increased the number of pupils accessing sporting activities.</p>
Recruitment of KS1 and KS2 Lead Practitioners to support and develop the quality of teaching and learning,	<p>EEF Effective Professional Development</p> <ul style="list-style-type: none"> KS1/KS2 Lead Practitioners to be role-models for setting high quality teaching and learning within 	<p>1</p> <p>£60,000</p>	Recruitment of a KS2 Lead Practitioner from January 2025. KS2 Lead Practitioner has taken a lead of the development of the

<p>through engaging and creative lessons in order that outcomes improve.</p>	<p>lessons and within the environment.</p> <ul style="list-style-type: none"> • 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. 		<p>curriculum into a more topic based approach, linking to the memory model as well as introducing a lesson structure to support pupils behaviour and enjoyment of lessons.</p> <p>A new Maths curriculum has been introduced in the Summer Term for September 2025.</p> <p>Teachers have observed the KS2 Lead Practitioner teach in order to share best practise.</p>
<p>Additional support staff appointed to deliver structured interventions.</p>	<p>EEF Improving Literacy in KS1 Recommendation 8</p> <p>EEF Special Educational Needs Provision in Mainstream Schools</p> <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. 	<p>1 & 6</p> <p>£30,000</p>	<p>Interventions are mapped out according to level of need across the academy.</p> <p>Interventions are tracked and monitored by the SENDCo.</p>
<p>Implementation of academy EAL Strategy</p>	<p>EEF English as an Additional Language</p> <p>EEF Special Educational Needs Provision in Mainstream Schools</p> <ul style="list-style-type: none"> • Academy-wide EAL Strategy implemented following bespoke support from Learn Sheffield 	<p>8</p> <p>£3000</p>	<p>EAL lead in place with a member of support staff trained within EAL specialist.</p> <p>Where EAL pupils may highlight as a concern, caution is taken to identify if the need is SEND or EAL. These</p>

	<p>(subscription to Learn Sheffield school improvement support).</p> <ul style="list-style-type: none"> • 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. • Review of systems for identification of pupils who are EAL with SEND. 		<p>pupils are placed on monitoring on the SEND register.</p> <p>EAL interventions are in place where pupils need to learn the English language.</p>
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Activity Spending allocated £123,000 2. Targeted academic support (for example, tutoring, one-to-one support structured interventions)	Evidence that supports this approach	Challenge number(s) addressed	Impact 2024-2025
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 relevant pupils have access to allocated support. 	4 £30,000	Increased number of pupils accessing SALT through Let's Verbalise, this included release time for support staff to work alongside a speech and language specialist.

	<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. 	<p>£3,000</p>	<p>Purchase of own bespoke package of Let’s Verbalise for 2025-2026 academic year.</p> <p>Assistant Inclusion Manager implemented speech link assessment with an increasing number of pupils.</p>
<p>Structured interventions to support catch-up and targeted support for individual pupils.</p>	<p>EEF Making Best Use of Teaching Assistants</p> <p>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. 	<p>1, 3, 4 and 6</p> <p>£1,000</p>	<p>LBQ purchased – all pupils were encouraged to attend breakfast club to use the LBQ, along with homework being set and it being used in some lessons.</p> <p>Additional support was directed to Y6 to support with progress.</p> <p>Arithmetic paper scores averaged less than 10 in December, with this increasing to 30 by July 2025.</p> <p>Due to teacher movement, 3 teachers taught across Y6 from February, with this increasing to 4 teachers from April 2025.</p>
<p>TAs help pupils to develop independent learning skills.</p>	<p>EEF Making Best Use of Teaching Assistants</p> <p>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 	<p>1, 3</p> <p>£3,000</p>	<p>Assistant Inclusion Manager in post and monitored interventions and provided training for support staff on interventions.</p> <p>CPDL delivered to support staff on various interventions, this gave staff</p>

	<p>teaching and provision in the classroom.</p> <ul style="list-style-type: none"> ACET Inclusion Manager, Assistant Inclusion Manager, SENDCo and Learning Mentor to deliver support staff CPD and bespoke support to meet individual staff requirements. 		more confidence in the delivery of interventions.
<p>Structured EAL interventions support pupils' acquisition of the English language and secure accelerated progress.</p>	<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. 	<p>8</p> <p>£3,000</p>	Continued use of the STAR approach in classrooms to teach new vocabulary. Consistency in the use of yellow bricks.

Activity Spending allocated £72,000 3. Wider strategies (for example, related to attendance, behaviour, wellbeing)	Evidence that supports this approach	Challenge number(s) addressed	Impact 2022 - 2023
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. 	2 £30,000	Changes in EWO throughout the year. Sheffield procedures fully followed and home visits were in place throughout the year. Rise in holidays taken has had an impact on attendance.
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. 	£15,000	Uniform continues to be subsidised. Review of uniform was in place in consultation with parents in the summer term.

	<ul style="list-style-type: none">• 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).		
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