

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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.

School overview

| Detail | Data |
|---|-------------------------------------|
| School name | Dame Janet Primary Academy |
| Number of pupils in school | 359 (inc. nursery) |
| Proportion (%) of pupil premium eligible pupils | 64.6% |
| Academic year/years that our current pupil premium strategy plan covers | 3 years 2021/2022 – 2024/2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | September 2024 |
| Statement authorised by | Mrs G Sherwin (Head of School) |
| Pupil premium lead | Mrs L Bradbury (Deputy Headteacher) |
| Governor / Trustee lead | Mrs V Ray |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year (2023/2024) | £292770 |
| Recovery premium funding allocation this academic year | £32,335 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £325,105 |

Part A: Pupil premium strategy plan

Statement of intent

This Pupil Premium Strategy demonstrates how we will narrow the gap between disadvantaged pupils and their non-disadvantaged peers.

We aim to see this gap narrow for:

- Attendance, so that PP pupils attend as regularly as their non-PP peers,
- Attainment, so that PP pupils achieve as well as their non-PP peers,
- Emotional well-being and regulation, so that PP pupils are regulated and emotional secure as well as their non-PP peers are, and
- Parental engagement, so that parents of PP pupils are as involved as parents of their non-PP peers.

See below for the key principles and themes to our Pupil Premium Strategy.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Attendance: Pupils who are eligible for PP attend school less than non-PP pupils. |
| 2 | Attainment: Less pupils who are eligible for PP are achieving GLD at the end of EYFS compared to non-PP pupils. Fewer pupils who are eligible for PP achieve the expected standard combined in Reading, Writing and Maths compared to those who are non-PP at the end of KS2. |
| 3 | Emotional regulation and well-being: The well-being of pupils eligible for PP is lower than those pupils who are non-PP. |
| 4 | Parental engagement: Parents of pupils who are eligible for PP engage less in communication with school, school events, reading and homework. |
| 5 | Impact from COVID-19 lockdown: Pupils who are eligible for PP completed less home schooling compared to pupils who are non-PP. Parents of pupils who are eligible for PP engaged less with home schooling compared to those of pupils who are non-PP. |

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 |
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| The attendance of PP pupils will improve. | The attendance percentage of pupils eligible for PP will be in-line with non PP pupils' attendance and greater than 96%. |
| To increase the number of PP pupils achieving the expected standard for 3-4 year olds at the end of Nursery. | The percentage of pupils who are eligible for PP achieving the expected standard at the end of Nursery (FS1) will be broadly in-line with those who are non-PP. |
| To increase the number of PP pupils achieving GLD at the end of Reception. | The percentage of pupils who are eligible for PP GLD at the end of Reception will be broadly in-line with those who are non-PP. |
| To increase the number of PP pupils achieving the expected standard combined at the end of Key Stage 2. | The end of KS2 attainment of pupils who are eligible for PP will be broadly in-line with the attainment of non-PP pupils. |
| To increase the well-being of PP pupils. | The well-being of pupils who are eligible for PP will be in line with those pupils are non-PP. |
| To improve parental engagement in the education of pupils eligible for PP. | The percentage of parents attending workshops/classrooms and parent's evenings will be in line for both those of PP and non-PP pupils. |
| The impact of 'lost learning' will be reduced amongst PP pupils. | The percentage of pupils achieving the expected standard will be broadly in-line with those who are non-PP, in all year groups. |

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: £120,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Continuing Professional Development for staff | <p>EEF: Teaching Assistant interventions +4 months progress</p> <p>Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes</p> <p>Regular CPD for staff, inc EYFS will ensure that the quality of teaching and learning and provision is high.</p> <p>High quality CPD can result in longer term change which will impact all pupils. CPD will be used to improve teaching so that high-quality lesson result in 'good' or better standards of teaching and learning. Pupils will be engaged, actively involved in their learning and achieve their full potential.</p> <p>CPD across the wider curriculum will ensure pupils develop skills and knowledge to succeed now and for their next stages in life.</p> | 2 3 5 |
| High quality programmes used for Early Reading and Maths | <p>*Independent review of the Teaching of Early Reading- Jim Rose 2016.</p> <p>*See also: The reading framework Teaching the foundations of literacy- July 2021</p> <p>*EEF: Phonics +5 months progress</p> <p>The average impact of the adoption of phonics approaches is about an additional five months' progress over the course of a year.</p> <p>Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to</p> | 2 3 4 5 |

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| | <p>read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches)</p> <p>*RWI. Phonics is our chosen approach. It will be embedded within our EYFS and KS1. Phonics and early reading is a priority at DJPA and will be consistently taught so that all pupils learn to read and access the curriculum. Phonics interventions will support at least the lowest 20% of readers as well as targeting those pupils who are disadvantaged to narrow the gap in attainment.</p> <p>Accelerated Reader will be used to manage and monitor children's independent reading practice from Year 2 to Year 6. This will support children in reading a book at their own level and reading it at their own pace. When finished, children take a short quiz on a computer. (Passing the quiz is an indication that children understood what was read.) Accelerated Reader gives children and teachers feedback based on the quiz results, which the teacher then uses to help your child set goals and direct ongoing reading practice. As well as being a useful tool for monitoring reading, Accelerated Reader will engage children, motivate reading practice at home and school and ultimately improve reading progress. MyOn (MyOn is an add-on to Accelerated Reader) to engage home reading, with thousands of texts available online. The Reading Leader will continue to monitor the impact of Accelerated Reader and MyOn and drive the progress in reading, particularly in pupils eligible for PP..</p> <p>*Research review series: mathematics - May 2021</p> <p>Mathematics Mastery Primary has been chosen to ensure pupils that our maths curriculum builds on fluency, reasoning and pupils develop a deep understanding of maths concepts. Mathematics Mastery's Ready to Progress primary interventions will be targeted to pupils who are disadvantaged to ensure the gap is</p> | |
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| | <p>again narrowed between pupils eligible for PP and those are not.</p> <p>Parents will be encouraged and invited into school and nursery regularly to see how early reading and phonics and maths is taught. Home learning opportunities will be shared with parents regularly too. Home learning will allow for the opportunity of retrieval and practise to strengthen memory and avoid parents from the burden of having to 'teach' their children but to make it accessible and understandable for all.</p> <p>Teachers will liaise with parents throughout the year to share targets and next steps and inform parents of how their child/ren are achieving. Well-being, as well as self-regulation and metacognition and learning behaviours will be discussed too. The aim of this is to improve pupils' motivation and willingness to learn whilst narrowing the attainment gap between pupils who are eligible for Pupil Premium and those who aren't.</p> <p>Research from EEF shows that parental engagement has a positive impact of 4 months progress. There is some evidence that shows that supporting parents with their first child will have benefits for younger siblings too. We hope that by empowering and sharing with parents will positively impact our current pupils and those of our future too!</p> | |
| <p>Vocabulary and language focus</p> | <p>*EEF: Oral Language Interventions +6 months progress. See below.</p> <p>Language rich environments with sequential and progressive vocabulary and texts will be implemented across the school from EYFS to Year 6. New vocabulary will be introduced to pupils to increase the pupils' understanding and use of language. Other approaches such as reflecting, extending and commenting will be used to ensure all pupils experience effective language support at DJPA and in nursery.</p> <p>Pupils will be immersed in planned discussions and encouraged to talk to their peers and school-based staff daily. Communication and language will be a priority from the start, in EYFS. This will be followed across the school so that</p> | <p>2 5</p> |

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| | <p>disadvantaged pupils keep up with their advantaged peers.</p> <p>Speech and Language TA will use diagnostic tools to assess pupils' speech and language from entry and regularly assess pupils who received intervention. They will liaise with EYFS staff to ensure the needs of the pupils are met and share targets with parents so that everyone is aware of the child's needs and the intervention in place.</p> <p>Songs, poems, rhymes and stories will be timetabled daily for EYFS to broaden the pupils' language and vocabulary acquisition early on. Stories and reading times will be timetabled daily across the rest of the school too.</p> <p>The texts that are mapped out from nursery to Year 6 provide pupils with the opportunity to meet words they would rarely hear or use in everyday speech. This also allows for pupils to relate to others within stories and other emotional and cultural benefits as they listen to and talk about stories, talk about their ideas and get 'lost' in books.</p> | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £105,000.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Interventions | <p>We know that pupils learn best with high quality teaching from their teacher/s. Only recognised and trialled approaches will be used to provide additional interventions to pupils. These will be closely matched to their needs in order for the attainment gap between PP and non-PP pupils to narrow.</p> <p>19% of the school are on the SEND register. (This is higher than the national average of 16.6%)</p> <p>Many of these pupils are also eligible for Pupil Premium, in fact 80% of the children on the school's SEND register are also PP. Section 20 of the Pupils and Families Act 2014 defines a child</p> | 2 3 5 |

as having a Special Educational Need and/or Disability (SEND) if they have “a learning difficulty or disability which calls for special education provision to be made for” them. Our SENCO works closely with class staff to ensure that high- quality provision is in place for these pupils, including interventions.

Interventions such as these are used at DJPA:

- Fizzy
- Clever Hands
- RWI 1:1
- Lego Therapy
- Precision Teaching
- Speech and Language
- Language Through Colour
- Phonics
- Social Skills
- Vocabulary Pre-teaching

Our Speech and Language TA works closely with the Speech and Language Therapists on individual programmes for pupils. She supports pupils who are identified with speech and language needs before they are referred to the Universal Speech and Language Therapy Service too. (See above: Vocabulary and language focus)

*EEF: Oral Language Interventions +6 months progress.

There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.

Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.

Oral language interventions will be used to drive accelerated progress in communication and language at DJPA. There is a significant gap between pupils who are disadvantaged and their more advantaged peers in terms of their communication and language ability.

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| | <p>Communication and interaction is also a primary area of need for 37% of the pupils on the SEND register.</p> <p>Additional adults will be deployed to teach smaller intervention groups in Year 5 and 6. They will focus on the gaps in children's knowledge and understanding within Maths and teach Reading through RWI Phonics and focus reading sessions.</p> | |
| <p>1:1 tuition</p> | <p>1:1 TA tuition will be targeted to disadvantaged pupils and those pupils eligible for PP for phonics and reading. At least the lowest 20% of pupils will be supported through 1:1 intervention. This will ensure these pupils keep up with their peers and narrow the disadvantaged gap between them and those pupils who are non-PP.</p> <p>Improving pupils' decoding and comprehension ability opens up the rest of the curriculum to them. Reading intervention will be a priority. DHT will regularly assess pupils' phonetic ability and reading according to the RWI Phonics programme. Pupils not making good progress and those below the expected standard and those who are disadvantaged (at least the lowest 20%) will be allocated 1:1 tuition and interventions closely matched to their needs.</p> <p>LAC pupils will also be targeted for 1:1 intervention. Research shows that LAC pupils are often more disadvantaged than peers. LAC lead teacher will continue to timetable and implement support for LAC pupils and liaise with tutor and class teacher to ensure targets are met and provision is appropriate in closing attainment gap.</p> | <p>2 3 5</p> |
| <p>Metacognitive approaches</p> | <p>EEF: Metacognition and self-regulation +7 months progress.</p> <div style="border: 1px solid black; padding: 5px;"> <p>The average impact of metacognition and self-regulation strategies is an additional seven months' progress over the course of a year.</p> <p>Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> </div> <p>Self-regulation will become part of everyday practice and established within the behaviour policy and approach at</p> | <p>2 3 5</p> |

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| | <p>DJPA. Research shows that self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. A 5-point scale will be used consistently through the school to support pupils in understanding their emotions and to help regulate them. This will improve their awareness and therefore understanding of themselves as learners ultimately improving engagement and learning behaviours.</p> <p>Metacognition will also become part of everyday practice within teaching and learning. Pupils will develop knowledge of how they learn, knowledge of themselves as learners, of strategies and of tasks. This is recognised as being an effective way of improving outcomes.</p> <p>Sequential steps of learning, including retrieval, is proven to drive outcomes, particularly those pupils who are disadvantaged. Teachers will adopt a teaching and learning framework that begins with activating prior knowledge, includes modelling and worked examples, leading to independent practice before ending on a structured reflection.</p> <p>Scaffolded tasks will be used to support pupils working below expectations, including those pupils who are eligible for Pupil Premium.</p> | |
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £100,105

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| Minibus school collections | National Centre for Education Statistics: Students who attend school regularly have been shown to achieve at higher levels than students who do not have regular attendance. Poor attendance has serious implications for later outcomes too. School refusers have been found to exhibit a history of | 1 2 |

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| | <p>negative behaviours including high levels of absenteeism throughout childhood.</p> <p>Persistently being late to school can have the same impact. Pupils arrive late, missing out on key learning and social time with peers. This can be unsettling and cause anxiety for pupils too.</p> <p>Using the minibus to collect pupils and bring them to school on time will counteract this. There are 14 spaces on the minibus- prioritising pupils who are eligible for PP.</p> | |
| A Champion for Every Child (TKAT ACE) | <p>TKAT ACE programme is now rolled out across Year 2 to Year 6 will all children eligible for PP having access to regular tuition from a tutor.</p> <p>TKAT ACE Tutors work with disadvantaged pupils and families within the school to support the following areas:</p> <ul style="list-style-type: none"> *Attendance *Academic progress and attainment *Well-being *Relationships *Family and home worries <p>Staff across the school, including pastoral, SEND and support staff, have carefully been selected to become ACE Tutors. They are passionate to improve engagement, learning and ultimately opportunities for those pupils considered to be disadvantaged.</p> <p>TKAT ACE Tutors will then meet with each of their focus pupils to have 1:1 intervention time and have regular contact with their families.</p> <p>The TKAT schools that piloted this approach in the previous academic year (2020 – 2021) reported a rise in attendance as well as a rise in engagement from parents. (See also, the review in Part B for outcomes during the pilot)</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |
| Behaviour Mentor Support | <p>Our Behaviour Mentor works across the school to support pupils. She offers support to disadvantaged pupils to improve their behaviour through planned sessions on regulation inc;</p> | <p>2</p> <p>3</p> |

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| | <p>anxiety, anger and supports their mental and emotional well-being.</p> <p>These sessions are sequential and adapted for pupils' needs to better equip them with strategies for now and for the next stage in their lives.</p> <p>Our Behaviour Mentor also supports staff with strategies to support pupils to ensure there is a collaborative and consistent approach.</p> | |
| LAC lead teacher | <p>Research shows that lost learning due to lockdown can have a negative impact of 1 year. Additional high-quality teaching in and outside of the classroom will support this gap.</p> <p>LAC lead teacher will liaise with DHT and HoS to ensure disadvantaged pupils are focussed and targeted first for effective interventions. (See interventions above)</p> | <p>2</p> <p>3</p> <p>5</p> |
| Counselling | <p>Many of our disadvantaged pupils, inc LAC pupils have experienced change, unsettlement and trauma within their home life. We have recognised the need for additional support in terms of counselling and mental well-being.</p> <p>Disadvantaged pupils who require this are timetabled to meet with a counsellor or one of the mental well-being officers.</p> <p>It is widely recognised that mental health and well-being can impact negatively on pupils' happiness and life chances. The pastoral team identifies pupils quickly to be targeted with support to counteract this.</p> | <p>3</p> |
| Trips and Experiences | <p>Approximately 60% of our pupils are eligible for Pupil Premium. (This is significantly higher than the national average of 22.5% in Jan 2022) DJPA is located in a high level of deprivation.</p> <p>Many of our pupils are without any outdoor green spaces and they do not benefit from family outings. The Thanet District has suffered from long-term economic and social problems and is one of the most deprived local authorities in Kent.</p> <p>With this in mind, teaching staff have planned to supplement the curriculum with outings, trips and rich life experiences to better provide aspiration for pupils and to motivate them to learn and attend school.</p> | <p>1</p> <p>3</p> |

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| | <p>Classes, inc EYFS make use of the Forest School area throughout the year. Research shows that Forest School is a learner centred process to create a community for being, development and learning. We value the impact that Forest School learning can offer our pupils, particularly for communication and language.</p> <p>Enrichment activities termly, allow for our most deprived and disadvantaged pupils to access opportunities and activities not always previously experienced. Such as travelling on public transport, visiting a museum or watching a show at a theatre.</p> <p>Opportunities for trips to bring learning to life are always encouraged across the curriculum. Class teachers and year groups plan for trips to enrich pupils' learning and lives. Again, these are usually based around activities and events that previously most of our disadvantaged pupils would not have accessed like visiting a farm or zoo, the Royal Harbour or beach, etc.</p> <p>Not only do these events provide real-life experiences for pupils but they also make learning more interesting.</p> | |
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Total budgeted cost: £325,105

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 2022 to 2023 academic year.

Assessment 2022-2023

End of EYFS GLD - Cohort 70%/Pupil Premium 63%

Phonics Assessment:

- Year 1 - Cohort 84%/Pupil Premium 83%
- Year 2 (8 retakes) - Cohort 62%/Pupil Premium 25%

End of KS2 assessment:

- Combined (Achieving the expected standard in Reading, Writing and Maths)
Cohort 69%/Pupil Premium 64%
- Reading - Cohort 71%/Pupil Premium 67%
- Writing - Cohort 75%/Pupil Premium 72%
- Maths - Cohort 76%/Pupil Premium 72%

Over a period of many years, the outcomes for our pupils have shown that disadvantaged pupils do not perform as well as their non disadvantaged peers. Despite the impact of COVID-19 and school closures, the gap between all children reaching expected age related expectations and pupils eligible for pupil premium is now narrowing. The gap between disadvantaged pupils and their more advantaged peers is marginal in most areas.

This impact has been mitigated by providing a high quality provision including the curriculum; high quality interventions for children who require additional support; TKAT ACE relationships and tuition; etc.

The gap between disadvantaged pupils and their more advantaged peers in KS2 Maths was the largest in 2021-2022 but this has also narrowed. The largest gap is now within Year 2 phonics. Additional support is given to these children in Year 3. Intervention and support continues to be given in Year 2 for those children who will resit the Phonics Screening Assessment.

At DJPA, we have used high quality resources such as RWI phonics and Maths Mastery to ensure that children have a solid foundation to build their learning upon.

The strategies listed in Part A will continue across the 3 years to enable all pupils, including those who are eligible for pupil premium funding, at DJPA to achieve their full potential.

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 |
|-----------------------------|---------------------------|
| Mathematics Mastery Primary | Ark Curriculum Plus |
| Read Write Inc. Phonics | Oxford University Press |
| Accelerated Reader / MYON | Renaissance |
| Go Givers/Young Citizens | Young Citizens |
| The Emmanuel Project | Church of England Suffolk |
| Italian | Language Angels |
| Cornerstones Curriculum | Cornerstone Education |