

Pupil premium strategy statement – Jerry Clay Academy

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Jerry Clay Academy
Number of pupils in school	213
Proportion (%) of pupil premium eligible pupils	12.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 (2021-2024)
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022 (plus annual review Sept 2023)
Statement authorised by	
Pupil premium lead	Caroline Elliott
Local Governance Committee member / Trustee lead	Andrew Carter

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 32,280 £38,770 (including Looked after/adopted)
Recovery premium funding allocation this academic year	£3,625
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	£42,395

Part A: Pupil premium strategy plan

Statement of intent

Our principles at Jerry Clay Academy:

Our intention is that all our pupils, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the whole curriculum.

High quality teaching is at the heart of our approach. Premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the school-led tutoring programme.

We ensure that all children reach their full potential and have a wide range of opportunities and enrichment that will prepare them for a future full of learning and to play a full and active part in the world.

We encourage children to flourish through the development of positive learning attitudes, attributes and the skills of co-operation, effective communication, confidence, self-discipline and self-motivation that support academic success and will be key factors in their future lives.

We make provision for socially disadvantaged pupils to have the same enriched experiences at school and we recognise that not all pupils who receive free school meals will be socially disadvantaged.

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

We consider the challenges faced by our vulnerable pupils, including looked after or previously looked after pupils or those with a social worker. The activity we have outlined in this statement is also intended to support their needs whether they are disadvantaged or not.

Demography & School Context

Jerry Clay Academy is a Stand Alone Academy located in Wrenthorpe, Wakefield. The School converted to Academy status in August 2011.

It is designated as 1 of 34 schools to be an English Hub.

The academy was judged to be 'Outstanding' overall in March 2017

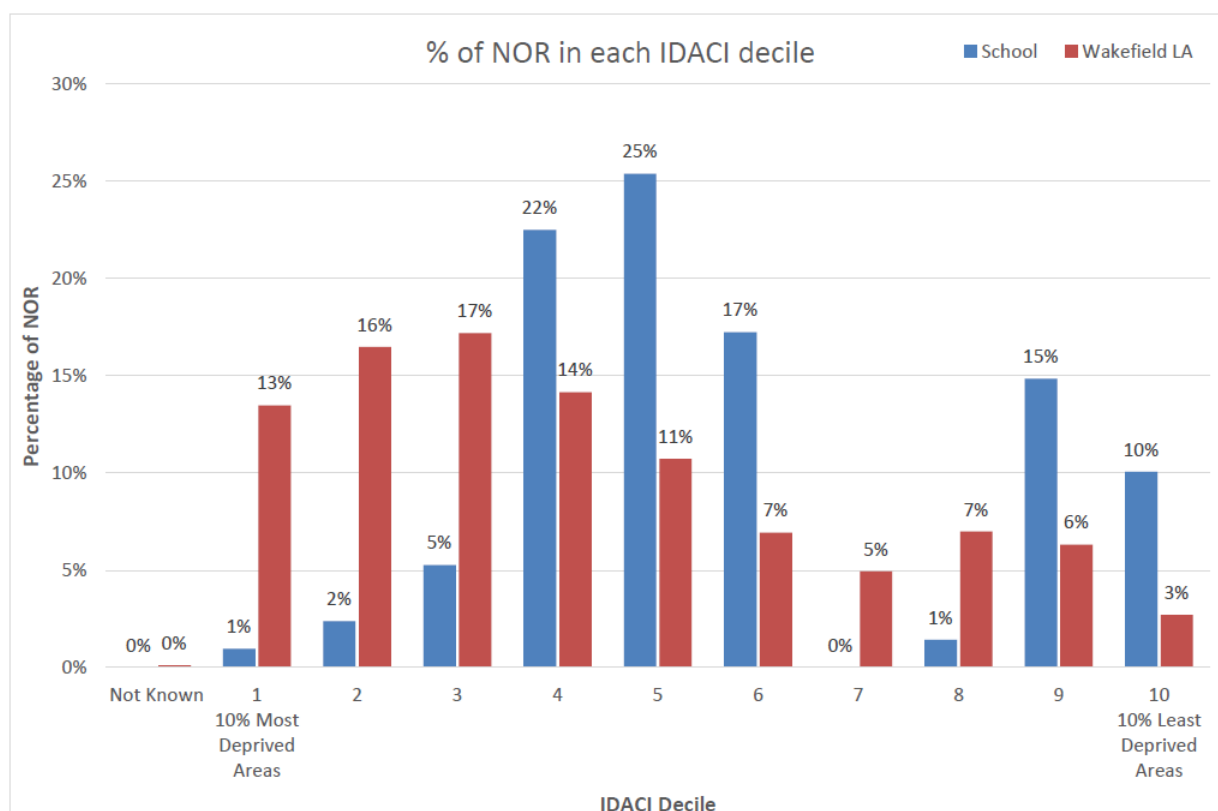
JCA is an average sized primary school (213), on the outskirts of Wakefield.

Children at Jerry Clay come from the full range of Income Deprivation (IDACI) brackets with the greater proportion coming from areas judged to live in medium levels of deprivation. 25% of pupils live in the two least deprived areas and 8% of the pupils live in the three most deprived areas. 9.1% of pupils are eligible for free school meals.

Income Deprivation Affecting Children Index (IDACI)

The average IDACI score for this school is 0.13 (LA Avg = 0.20).

This school is ranked 21st out of the 113 primary schools in the LA. (1st = least deprived)



All classes in Jerry Clay are full with 32 children in the current Year 6 and 31 children in EYFS. There is low school mobility at this time.

- 81.8% of the pupils are White British, with 18.2% coming from a variety of ethnic minority backgrounds.
- The proportion of pupils who are known to be eligible for Pupil Premium is 11% well below the national average.
- The proportion of pupils who have special educational needs and/or disabilities is 6.2%, well below the national average.
- The academy have an informal partnership (set up in January 2015) with 7 other schools in the Outwood area (2 maintained schools, 2 academies, 3 church and a special school).
- Before and after-school care was established in September 2015 and is provided by the academy and is based on-site.

Jerry Clay has consistently low levels of persistent absence and continue, with the challenges of Covid-19 to regularly attain higher attendance than the LA averages. The academy has very robust systems and practices that have positively impacted on whole school attendance.

On entry this year: Literacy is one of the weakest areas with 16 children (53.4%) working below expectations.

Physical Development and Personal, Social and Emotional Development are also weak with 66.3% working below in PD and 6 children (20%) working at pre-nursery levels in PSSED.

Our curriculum offer

We believe that every child should have the opportunity to have a quality knowledge-rich curriculum which builds on their self-esteem and self-confidence. We encourage our children to have high aspirations and strive to be the best they can be in every subject. We want our children to be responsible, confident and knowledgeable by the time they finish their journey at Jerry Clay Academy ready to move into the next phase of their lives.

Our curriculum is driven by core drivers that support academic success and prepare positive attributes for their future lives.

Learner traits - We encourage children to flourish through the development of our learner traits: team work, communication, caring, thinker, inquirer, risk taker and perseverance.

Leadership – Every member of our academy is developed as a leader with the independence and capability to lead their own learning.

Purpose – We motivate, enthuse and inspire our children through a purposeful curriculum and meaningful projects.

Community/Experiences - We are passionate about our community, both local, national and international and ensure engaging opportunities to make links within our curriculum.

Reactivity, relevance, reflection and responsiveness all are key to maintaining interest and reacting to what is happening in the world around us, whilst maintaining full coverage of the curriculum so that we can motivate and inspire the children, as well as ensuring that all children are in receipt of a knowledge-rich curriculum.

Jerry Clay Academy aims to provide a balanced curriculum based on the following principles.

1. To help pupils to develop lively, enquiring minds, the ability to question and argue rationally and to apply themselves to tasks and physical skills.
2. To help pupils to acquire knowledge and skills relevant to adult life and employment in a fast changing world.
3. To help pupils to use language and number efficiently.
4. To instil respect for religious values, equality and tolerance of other races, religions and ways of life.
5. To help pupils to understand the world in which they live and the interdependence of individuals, groups and nations.
6. To help pupils to appreciate human achievements and aspirations.

Our Pupil Passport sets out a minimum range of cultural capital experiences that children at Jerry Clay Academy will experience during the course of their time in primary school.

The current pupil premium strategy focuses on addressing the key challenges (below) that our pupils, especially those who are receipt of pupil premium funding, face in relation to meeting our curriculum aims. It also supports the provision of an extended curriculum which is delivered in a positive educational environment that cultivates high self-esteem and ensures that all members of the school community can take advantage of learning, high emphasis on oracy and leisure opportunities to make good progress and prepare them for the next stage of life.

Main objectives of the Pupil Premium Plan

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and also within internal school data.
- For disadvantaged pupils in school to demonstrate expected progress rates in order to reach Age Related Expectation at the end of Year 6 and thus achieve GCSE's in English and Maths

Achieving these objectives

The range of provision the trustees consider making for this group include and would not be limited to:

- Support for children that need it the most through classroom & wider support
- Provide robust language and communication support
- Additional teaching and learning opportunities
- All our work through the pupil premium will be aimed at accelerating progress, moving children to age-related expectations and enabling more children to reach Greater Depth in all subjects across the curriculum.
- Transition from primary to secondary and transition internally and into EYFS
- Additional learning support.
- Pay for all activities, educational visits and residential. Ensuring children have enriching experiences to draw on in their learning.
- Support the funding of specialist learning software.
- To allow the children to learn a musical instrument across the whole school
- Ensure children have the best start to the day with a fully funded breakfast club

This list is not exhaustive and will change according to the needs and support our socially disadvantaged pupils require.

Challenges

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

Challenge number	Detail of challenge
1	The COVID pandemic has meant that children in the EYFS may have not attended pre-school. This in turn has had an impact on speech and language.

2	Situations at home can impact on the social, emotional and mental health of pupils.
3	Pupils can lack access to enrichment activities that promote independence.
4	A lack of parental support at home can mean that pupils need additional support with Phonics, reading and homework activities to ensure repetition of learning.

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
1. Ensure that there is early intervention and targeted support in place to meet the individual needs with regards to language and communication.	<p><i>For pupils in receipt of the pupil premium:</i></p> <ul style="list-style-type: none"> • Improved Teaching and Learning (through language development) across the school, leading to improved academic outcomes and active engagement: • Pupils are able to independently communicate their needs in order for them to effectively participate in their learning • Improved and personalised learning opportunities, leading to improved engagement in learning and outcomes (for disadvantaged pupils).
2. Supporting children robustly when they enter school. Rigorous assessments in place after 6 weeks of immersion Targeted support for Phonics	<ul style="list-style-type: none"> • <i>Improved language acquisition in order to access classroom learning (NELI, language-rich environment)</i> • <i>Development of confidence</i> • <i>Children being able to read phonetically</i>
3. Addressing gaps in learning Improve the quality of teaching and learning through high quality CPD and coaching	<ul style="list-style-type: none"> • 100% of teaching is excellent across the whole school • Phonics outcomes ensure that EVERY child is getting through the reading gateway • Pupils achieve above national average progress scores in KS2 Reading • Pupils achieve above national average progress scores in KS2 Writing • Pupils achieve above national average progress scores in KS2 Mathematics • Achieve significantly above national average expected standard in PSC

<p>4. Development of social and emotional assessments in order to decipher need - Key staff trained in mental health practice - Investment in key staff to provide targeted support to key children</p>	<ul style="list-style-type: none"> • Clearly identified pupils that need support and ultimately the support impacts on progress
<p>5. Children across the whole school will be provided with at least 2 school trips per year. - Year 5 & 6 are provided with a residential experience - All children will have the opportunities to learn instruments - Theatre experiences are provided - Author visits provide inspiration to all on the love of reading</p>	<ul style="list-style-type: none"> • <i>Children are enriched by their real-life experiences</i> • <i>Children are made more aware of the world around them which in turn they can bring into their learning</i> • <i>Development of musicality.</i> • <i>Children have the opportunity to be successful in wider areas</i> • <i>Develop their love of story</i> • <i>Develop children's love of reading</i>

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: £2.2k (5% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>-Development of NELI intervention (DfE funded programme)</p> <p>-Quality CDP for all staff on language development</p> <p>-Key adults allocated to deliver these interventions (EYFS team)</p>	<p>External evidence</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>NELI intervention – very high impact for very low cost</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/nuffield-early-language-intervention</p> <p>Research shows that oral language skills, the foundations of which are developed by age four, are strongly associated with children’s literacy, numeracy and educational attainment. However, there exists a gap between the language skills of disadvantaged children and their more advantaged counterparts. Early intervention has great potential to narrow this gap, and the Nuffield Early Language Intervention has previously demonstrated considerable promise.</p>	1
<p>Development of incremental coaching training model to ensure all staff are developed fully in their next steps to positively impact on the quality of teaching and learning.</p> <p>£1200</p>	<p>Internal and external evidence</p> <p>Teaching & learning toolkit</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p> <p>https://www.ambition.org.uk/news/incremental-coaching-accelerates-teacher-development/</p> <p>The incremental coaching dialogue uses a mix of review, praise, feedback, reflection, modelling, planning and goal setting to foster professional growth for teachers and leaders.</p>	1,2,4
<p>Staff CPD</p> <p>£975</p>	<p>High quality staff CPD is essential to follow EEF principles. This is followed up during Staff meetings and INSET. All staff to lead effectively are released once a term to enable them to provide quality CPD.</p> <p>Phonics – Ruth miskin training subscription in place</p>	1,2,4

	Subject leaders attend CPD and network meetings	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £25k (59% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Deployment of LSA – LSA contracted to work to support intervention and employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectations of attainment for Eng/Ma</p> <p>RWI 1:1 support for all students who fall below the national expectation for reading and particularly phonics are to be supported through Phonics 1:1 support and daily reading.</p> <p>(£24.5k)</p>	<p>Internal evidence</p> <p>Last academic year interventions had a positive impact on attainment resulting in 100% of children passing the PSC in Dec 2021</p> <p>At the end of 2020-21 100% of EYFS attained GLD in Reading and 97% attained a GLD.</p> <p>In Y1 96.7% of children and in Y2 100% of children achieved ARE in Reading.</p> <p>In Y1 96.7% of children achieved ARE in Maths and in Y2 100% achieved ARE.</p> <p>External evidence</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.</p> <p>RWI development days & Remote Progress Meetings and resources</p>	<p>4 and supporting 3</p>

School-led tutoring fund for small group interventions £400	External evidence The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs. In the EEF Attainment Gap report, it also states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment.	4

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

Budgeted cost: £15.2k (36% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implement an engagement subsidy to enable students to fully access the extra-curricular and financially dependent curriculum activities and reduce the attainment gap.</p> <ul style="list-style-type: none"> attendance of extended curriculum and activities Ensure breakfast and after school provision is available for any PP in need to ensure an effective start to the school day Support PP pupils in peripatetic lessons 	<p>External evidence</p> <p>Sally Goddard Blythe, a consultant in neuro-developmental education and director of the Institute for Neuro-Physiological Psychology supports the link between music and developments in language skills in her book, The Genius of Natural Childhood.</p> <p>Research base demonstrating positive effect of equine therapy on interaction.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>Sport boosts confidence - the benefit of Sport on wider learning is outlined at; https://www.sportengland.org/research/benefits-of-sport/</p>	3 and supporting 2

<ul style="list-style-type: none"> Supplement any trips and enhancement activity. <p>£13500</p>		
<p>Staff training as Mental health Champions to support and promote mental health amongst pupils in the academy.</p> <p>£700</p>	<p>Mental health https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment</p> <p>Further research confirms young pupils' achievement in reading and maths remains significantly lower than before the pandemic, and the gap between children from low and high income households (the disadvantage gap) remains wide. NFER's analysis suggests Year 2 (six and seven year olds) still have significantly lower achievement in both reading and maths than would be expected in normal times, and that the disadvantage gap remains wider than expected</p> <p>Sir Peter Lampl, chairman of the Education Endowment Foundation and of the Sutton Trust, said:</p> <p><i>Today's research gives us yet more evidence of the enormous impact school closures have had on young people, especially those from low income homes.</i></p> <p><i>There should also be funding for the extra-curricular activities that young people have missed out on to boost their wellbeing and life skills, as well as funding for their mental health support.</i></p>	2
<p>Deployment of LSA – LSA contracted to work to support intervention and employed to remove barriers to learning, engage parents and enhance academic progress, working with students who are below national expectations of attainment for Eng/Ma</p> <p>£1000</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Disadvantaged pupils are less likely to benefit from having a space to conduct home learning. Evidence also suggests that disadvantaged pupils make less academic progress, and sometimes attainment levels even regress during the summer holidays, due to the level of formal and informal learning activities they do or do not participate in. By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children's learning or their self-regulation, as well as specific skills, such as reading.</p>	4

Total budgeted cost: £42,395

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

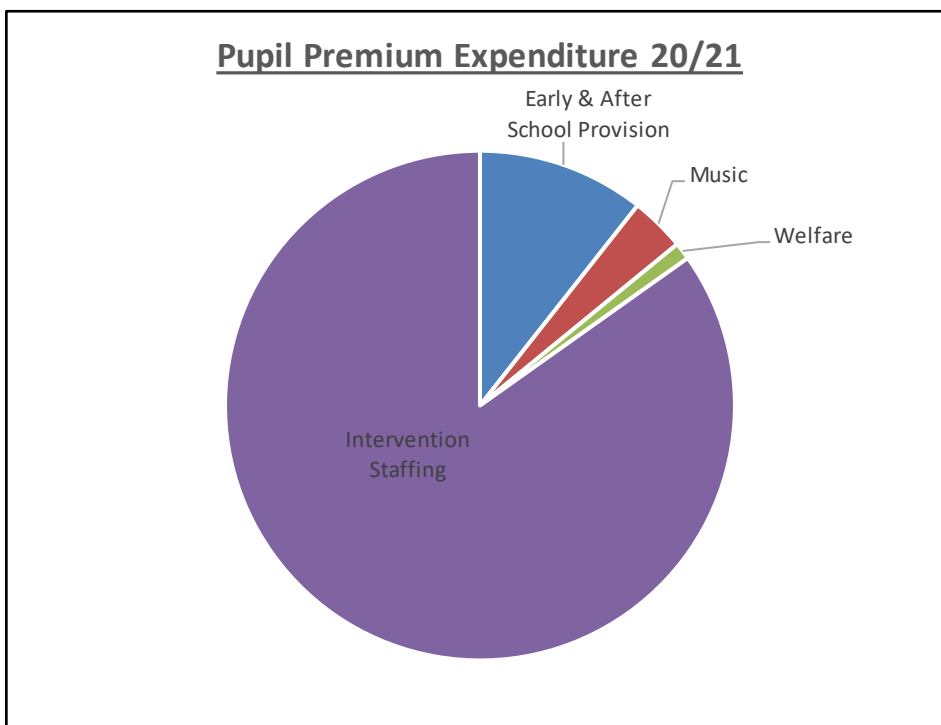
This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year – **allocated funds (not including LAC = £29,090)**

Due to COVID-19, performance measures have not been published for 2020 to 2021, and the DfE have stated that 2020 to 2021 results will not be used to hold schools to account. Given this, in school data and tracking has been used to populate the impact section where possible.

INSERT Impact Document- CE

All children which are currently in Y2 passed the Phonics screening and are reading at or above their age. Due to the Covid-19 pandemic closure this took place in Dec 2021. All children in the current Y1 are on track with their reading and phonics.

Due to the Covid-19 Pandemic, trips did not take place in 2020-21. All Pupil Premium children have been given the opportunity to attend Early and After School Provision and to have Music instrument lessons.



__ out of __ PP children attended over 90% in 2020-21.

13/26 attended key worker care during school closures.

8 PP were supported pastorally during remote learning through regular contact with LSA

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
Catch-up Maths RWI Phonics	Catch Up Ruth Miskin Training

Service pupil premium funding (optional)

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

Further Information

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