

# Pupil premium strategy statement – Jerry Clay Academy

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 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	211
Proportion (%) of pupil premium eligible pupils	20/211 = 9.4%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023 (2021-2024)
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Tracy Swinburne
Pupil premium lead	Tony Palin
Local Governance Committee member / Trustee lead	Andrew Carter

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,825 Pupil Premium £10,120 (Post Looked after/adopted) Total £31,945
Recovery premium funding allocation this academic year	£2,755
National Tutoring Programme funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <small>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</small>	£34,700

# 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 targeted support including 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 part of Accomplish MAT, located in Wrenthorpe, Wakefield. The School converted to Academy status in August 2011 and became part of Accomplish MAT in March 2022.

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 (211), on the outskirts of Wakefield.

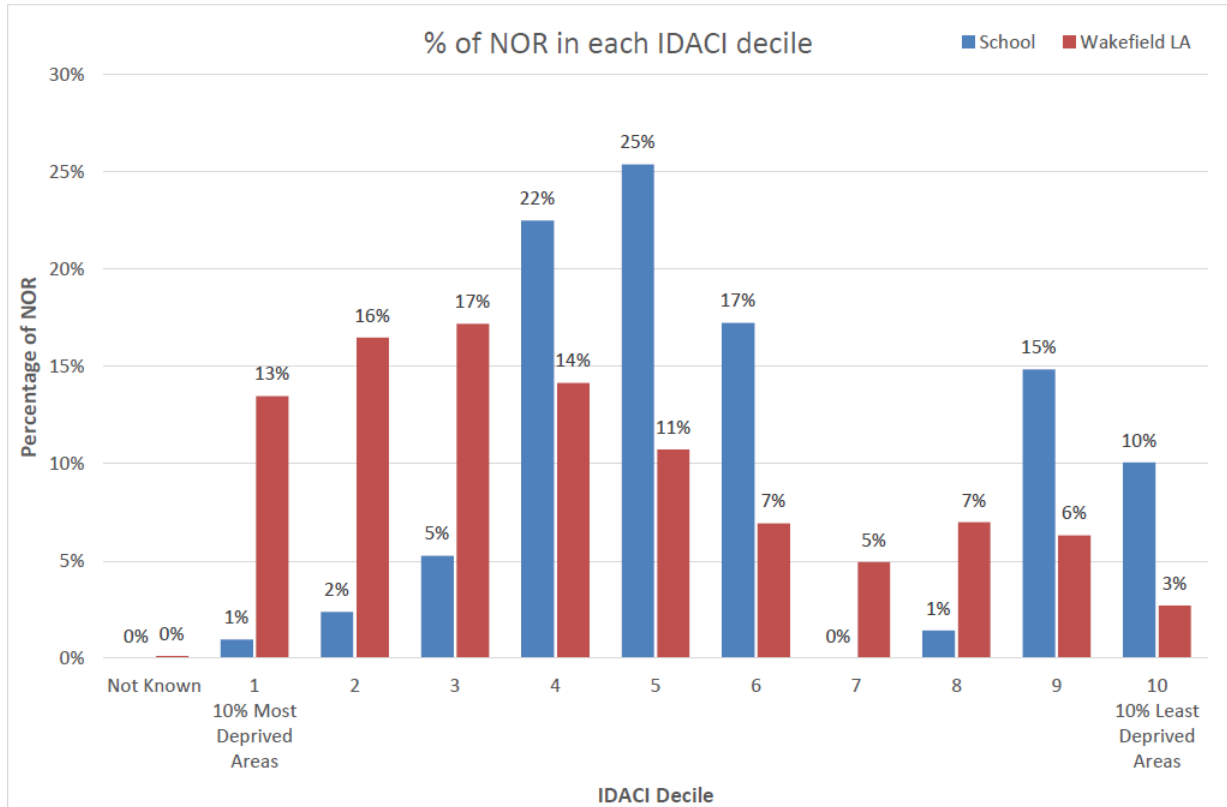
Children at Jerry Clay come from the full range of Income Deprivation (IDACI) brackets with the greater proportion coming from areas judged to live in medium levels of deprivation. 25% of

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)



Most classes in Jerry Clay are full with 30 children in the current EYFS. There is low school mobility at this time.

-80% of the pupils are White British, with 20% coming from a variety of ethnic minority backgrounds.

-The proportion of pupils who are known to be eligible for Pupil Premium is 9.4% 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, 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.

## **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 instill 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.

We equally focus on providing extra support where needed to children, including our LAC and previously LAC children or children with a social worker, who may need this in view of their previous or current life experiences. Bespoke support includes the use of a member of staff to provide personal support, staff training, targeted support from agencies and an emphasis on wider opportunities and cultural experiences suited to the child's personal development.

### **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
- For disadvantaged pupils and Pupil premium plus pupils to receive targeted bespoke personal development and support and 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
- Providing 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 and pastoral support.
- Ensure staff are well trained to provide pastoral support to children where needed.
- Pay for all activities, educational visits and residentials. 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, physical development and Personal, Social and Emotion Development
2	Previous or current life experiences can impact on the social, emotional and mental health of pupils.
3	Pupils can lack access to enrichment activities that promote confidence and 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
<p>1. Supporting children robustly when they enter school.</p> <p>Rigorous assessments in place after 6 weeks of immersion</p> <p>Targeted support for Phonics</p>	<ul style="list-style-type: none"> <li>• <i>Improved language acquisition in order to access classroom learning (language-rich environment)</i></li> <li>• <i>Development of confidence</i></li> <li>• <i>Children being able to read phonetically</i></li> </ul>
<p>2. Addressing gaps in learning</p> <p>Improve the quality of teaching and learning through high quality CPD and coaching</p>	<ul style="list-style-type: none"> <li>• 100% of teaching is excellent across the whole school</li> <li>• Phonics outcomes ensure that EVERY child is getting through the reading gateway</li> <li>• Pupils achieve above national average progress scores in KS2 Reading</li> <li>• Pupils achieve above national average progress scores in KS2 Writing</li> <li>• Pupils achieve above national average progress scores in KS2 Mathematics</li> <li>• Achieve significantly above national average expected standard in PSC</li> </ul>

<p>3. Development of social and emotional assessments in order to decipher need</p> <ul style="list-style-type: none"> <li>-Key staff trained in mental health practice</li> <li>-Key staff trained as Emotional Literacy Support Assistant and disseminate trauma informed practice throughout school.</li> <li>-Investment in key staff to provide targeted support to key children</li> </ul>	<ul style="list-style-type: none"> <li>• Clearly identified pupils that need support.</li> <li>• Identified children are supported with all staff confident with trauma informed approaches</li> <li>• Ultimately the support impacts on progress</li> </ul>
<p>4. Children across the whole school will be provided with at least 2 school trips per year.</p> <ul style="list-style-type: none"> <li>-Year 5 &amp; 6 are provided with a residential experience</li> <li>-All children will have the opportunities to learn instruments</li> <li>-Theatre experiences are provided</li> <li>-Author visits provide inspiration to all on the love of reading</li> <li>- Children have a wide range of extra curricular activities to allow them to develop interests, curiosity, resilience and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Children are enriched by their real-life experiences</i></li> <li>• <i>Children are made more aware of the world around them which in turn they can bring into their learning</i></li> <li>• <i>Development of musicality.</i></li> <li>• <i>Children have the opportunity to be successful in wider areas</i></li> <li>• <i>Develop their love of story</i></li> <li>• <i>Develop children's love of reading</i></li> </ul>

## 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: £3.8k (11% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. £3,817	<p><b>Internal and external evidence</b></p> <p>Teaching &amp; learning toolkit  <a href="https://www.teachingandlearning.org.uk/">Teaching and Learning Toolkit   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://www.ambition.org.uk/news/incremental-coaching-accelerates-teacher-development/">https://www.ambition.org.uk/news/incremental-coaching-accelerates-teacher-development/</a></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>	
Staff CPD	<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            Whole staff training day – Read Write Inc            Subject leaders attend CPD and network meetings</p>	1,2,4

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

Budgeted cost: £14.2k (41% of spend)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment of Teaching assistants to work to support	<p><b>Internal evidence</b></p> <p>Last academic year interventions had a positive impact on attainment resulting in 100% of children passing the PSC in Dec 2021 and June 2022</p>	4 and supporting 3



<p>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><b>£14,227</b></p>	<p>At the end of 2021-22 97% of EYFS attained GLD in Reading and 83.8% attained a GLD.  In Y1 83.3% of children and in Y2 96.7% of children achieved ARE in Reading.  In Y1 80% of children achieved ARE in Maths and in Y2 96.7%% achieved ARE.</p> <p><b>External evidence</b>  The <a href="#">EEF Toolkit</a> suggests that targeted interventions matched to specific pupils with particular needs. In the <a href="#">EEF Attainment Gap</a> 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 &amp; Remote Progress Meetings and resources</p>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £16.3k (47% 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"> <li>• attendance of extended curriculum and activities</li> <li>• Ensure breakfast and after school provision is available for any PP in need to ensure an effective start to the school day</li> <li>• Support PP pupils in peripatetic lessons</li> <li>• Supplement any trips and enhancement activity.</li> </ul> <p>£13.8k</p>	<p><b>External evidence</b></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, <i>The Genius of Natural Childhood</i>. Research base demonstrating positive effect of <a href="#">equine therapy on interaction</a>.</p> <p><a href="#">The EEF Toolkit</a> 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; <a href="https://www.sportengland.org/research/benefits-of-sport/">https://www.sportengland.org/research/benefits-of-sport/</a></p> <p><a href="https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment">https://educationendowmentfoundation.org.uk/news/new-eef-publishes-new-research-on-the-impact-of-the-pandemic-on-key-stage-1-pupils-attainment</a></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</i></p>	<p>3 and supporting 2</p>

	<i>boost their wellbeing and life skills, as well as funding for their mental health support</i>	
<p>Teaching Assistant trained as Emotional Literacy Support Assistant to provide bespoke personal support amongst pupils in the academy.</p> <p>£0.5k</p>	<p><b>Social and emotional learning</b></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a></p> <p>impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year.</p> <p>. The evidence indicates that there is particular promise for approaches that focus on improving social interaction between pupils.</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>£2k</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></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: £34,700**

## 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 – **allocated funds (not including LAC = £29,090)**

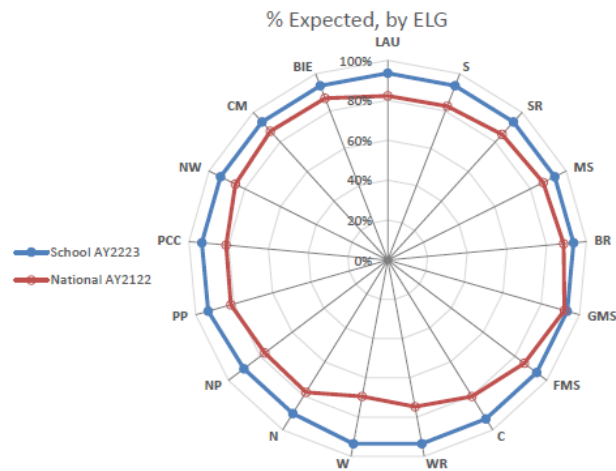
With the ongoing impact of the pandemic we have continued to strive to ensure that all children, irrespective of their background or the challenges they face, make excellent progress and achieve high attainment across the whole curriculum.

We focused on high quality teaching as the best way to ensure high attainment for all and focused on strategies for targeting the lowest 20% (EEF) as well as nurturing trusting relationships and communication with staff. To support this, time was given to staff to coach teaching staff to support their delivery; this proved to be invaluable in further supporting our children.

Our culture and values of 'Striving to be the best we can be' and developing the whole person through development of the learner traits meant that children were well supported to discuss their learning needs. Coaching and professional development for staff (teachers and teaching assistants) strengthened our joint focus on the most effective teaching and learning practices.

High quality interaction and communication, as well as vocabulary development were integral across the whole curriculum and were placed at the forefront in EYFS where precisely chosen language and vocabulary were highlighted in every area and quality interactions continually modelled by staff and extended with children in their play.

Rigorous monitoring of early reading and phonics development by the Reading Leader and phonics supported by Ruth Miskin training team ensured high levels of success in the Literacy ELG.



Targeted interventions in Reading, Writing and Maths, including 1:1 support for all students falling below the national expectations in reading and phonics ensured 93% passed their phonics screening check in Y1 (including both PP children) and 100% attained the expected level or above in Reading, 93% in writing and 100% in Maths KS1 SATS (including all PP children achieving the expected standard in RWM).

Targeted interventions in Y6 including boosters were successful and school-led tutoring funding was used to partly facilitate this, through Third Space Learning, leading to success in Y6 SATS.

3/4 PP children achieved expected in Reading, Writing and Maths, with one child (who received additional pastoral support) achieving Greater Depth in Reading, Writing and Maths (and one more just in Maths).

During a challenging year, we built back and to support the pupils' wellbeing, social skills and enhance opportunities. We continued extra-curricular after school provision and ensured these were available for any PP children. Wraparound care, musical instrument lessons and the cost of trips were also funded to increase opportunity. In addition to this, one of our Teaching Assistants was trained by the Local Authority in ELSA to ensure that children could be given support, tailored to their needs.

Teachers and our pastoral team including our learning mentor worked to support our families to remove any barriers to learning and enhance academic progress.

## 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
RWI Phonics National Tutoring Partner – Maths tutoring Emotional Literacy Support Assistant training (ELSA)	Ruth Miskin Training Third Space Learning WISENDSS

## 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- Spending Allocation 2022-23

<u>Items in the Spend Plan than we have purchased</u>					
National Tutoring Programme 40% of cost	4040.88	Third Space Learning (40% of 10,102.20 cost)			
ELSA Training	550				
	4590.88				
<b>TOTAL OF ABOVE 2 SECTIONS</b>	14693.08				
Interventions	25,417				
Wraparound	5,106				
Extra curricular	715				
Educational Visits	3,446				
Music	836				
Welfare	-				
CPD	550				
National Tutoring Programme	4,041				
Interventions	25,417				
	40,110				

