

Pupil premium strategy statement 2024-25

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Sawtry Junior Academy
Number of pupils in school	270
Proportion (%) of pupil premium eligible pupils	24.8%
Academic year/years that our current pupil premium strategy plan covers	2024-25
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Sarah Flack
Pupil premium lead	Julian Goodrum
Governor / Trustee lead	Linda Boon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100640.00
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	£100640.00

Part A: Pupil premium strategy plan

Statement of intent

*Sawtry Junior Academy is in the heart of a large close-knit village. Within the village there is a significant minority who are disadvantaged but this is mixed with families who are not disadvantaged. Our ultimate aim for our disadvantaged children is that the gap between them and pupils not in this position is as narrow as possible, to do this we want to provide **support** and **opportunity**.*

*Our current plan works towards achieving this by fostering a culture of inclusivity and understanding of the needs of these pupils, ensuring all staff know they are responsible for their outcomes. We ensure timely academic support and interventions that are proven to have a positive impact are provided for these pupils, this is underpinned by effective inclusion support to pupils and their families to ensure wider cultural, economic and physical **barriers** to their achievement and progress **are reduced or removed**.*

- The key principles of the strategy are:
 - Raising achievement for all, whilst ensuring the gap is narrow or non-existent for disadvantaged pupils
 - Ensure basic mathematical and literacy skills are secure, enabling this to be a platform to ensure the whole curriculum is fully accessible and achievable with a focus on improving written outcomes
 - Focus on removing any additional barriers or learning gaps caused by the impact of covid-19 and the disruption to education in 2019-20 and 2020-21.
 - Ensuring a wide cultural and educational experience is provided.
 - Provide opportunities for providing access to learning outside of school, where being from a disadvantaged home may be a barrier.
 - Where disadvantaged pupil also have additional needs, that these are addressed and planned / provided for.

Challenges

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

Challenge number	Detail of challenge
1	Lack of engagement and support from home for some pupils, exacerbated by the Covid-19 school closure.
2	Significant number of pupils with PP also additional needs (large families, CP, SEN).
3	Narrow vocabulary and oracy / access to high quality reading material outside of school impacting on reading and writing outcomes.
4	Demographics reveal that for some pupils, lack of opportunities, aspiration and education resulting in lack wider cultural experiences.
5	Low attendance for some pupil premium students

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
Achievement for all raised, including PP.	Data shows achievement has improved in line with national score in all subjects (reading, writing, maths and GPS) at ARE and Mastery.
Gap narrowed between PP and non-PP	Data shows gap narrowed – combined score <3% of school combined score at ARE and mastery
Barriers to learning reduced	<p>PP students engaged in learning and making progress – Data of PP pupils shows that all are on track to make expected progress or above if they need to diminish differences.</p> <p>Inclusion team focus on providing pupils with support (physical, emotional, behavioural) to ensure they are able to fully participate in learning and enrichment opportunities, which is tracked for impact.</p> <p>Tight tracking of all vulnerable pupils (including PP) used so concerns are flagged and acted upon promptly and appropriately</p> <p>Improved access to IT in and out of school (or alternatives provided)</p>
Improved attendance for PP pupils	Attendance tracked and concerns acted upon with appropriate intervention and support where required.
PP given educational enrichment or support opportunities they would not be able to access without support which leads to a positive impact on attitude to learning, engagement.	<p>PP students participating in wider curriculum, school trips, extra-curricular clubs and activities and residential visits.</p> <p>All PP pupils participate in at least 1 wider enrichment activity.</p> <p>Curriculum planning and development over 2024-25 focuses on providing access to all subjects (a broad and balanced curriculum), subject knowledge and skills developing vocabulary, oracy, reading</p>

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: £ 25863.42

Activity	Evidence that supports this approach	Challenge number(s) addressed
1 Additional staff member to deliver intervention in maths £3933.09	Allows flexibility to support Pupil Premium students in and out of class when required as well as pupils needing catch up. EEF Individualised instruction +3 and small group tuition +4	Years 5-6 34 PP pupils + any others identified as falling / behind in maths.
1 Additional staff member to deliver intervention in Writing and GPS £7866.18	Allows flexibility to support Pupil Premium students in and out of class when required as well as pupils needing catch up. EEF Individualised instruction +3 and small group tuition +4	Years 5-6 34 PP pupils + any others identified as falling / behind in writing and GPS.
2 Training and resources to upskill staff to support specific interventions or pedagogies. £12236.25	Upskills all TAs by enabling them release to access training. Includes time to deliver training by Pp champion and other specialists. EEF Teaching assistant interventions +4	64 pupils but wider benefits across whole school.
3 Feedback policy – ongoing costs to develop Thrive and reflect spaces £1327.90	Makes it easier to monitor PP students and those at risk from falling behind. Allows teachers and TAs to identify PP students easily and focus on their needs in lessons. EEF Increasing individual feedback +8	64 pupils but wider benefit across school to all.

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

Budgeted cost: £ 38626.70

Activity	Evidence that supports this approach	Challenge number(s) addressed
3 Specialist staff member to deliver intervention in writing / GPS. £2932.50	Allows flexibility to support Pupil Premium students in and out of class when required as well as pupils needing catch up. EEF Individualised instruction +3 and small group tuition +4	64 pupils incl those in Y6 18 pupils (approx. 110)

<p>4 Additional staff members to deliver intervention in phonics and basic literacy and numeracy skills.</p> <p>£21634.50</p>	<p>Allows flexibility to support Pupil Premium students in and out of class when required as well as pupils needing catch up.</p> <p>EEF Individualised instruction +3 and small group tuition +4</p>	<p>Approx 76 pupils</p>
<p>5 Online resources for tutoring / intervention (and training to use)</p> <p>Deepening understanding TT rockstars White Rose Little Wandle Language angels Access Art Letterjoin Assertive mentoring Testbase MIS Assessment resources %age</p> <p>£10231.80</p> <p>Training £827.90</p>	<p>Allows flexibility to support Pupil Premium students in and out of class when required as well as pupils needing catch up.</p> <p>EEF Individualised instruction +3 and small group tuition +4</p>	<p>64 pupils plus all pupils have access / opportunity to benefit.</p>
<p>6 Access to high quality reading resources for use in reading homework and Faster read lessons</p> <p>£3000</p>	<p>Enables all to access high quality texts</p> <p>EEF Reading comprehension strategies +6 EEF Homework +5</p>	

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

Budgeted cost: **£40142.38**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>7 Tracking of PP student within current tracking systems and by PP champion using vulnerable pupil tracker to ensure interventions are timely and effective.</p> <p>Included in previous</p>	<p>Allows Class teachers, subject leaders, SLT and DSLs, PP champion to track students more effectively and accurately. Raises awareness for all staff of and allows for planned, early interventions.</p> <p>EEF Individualised instruction +3 and small group tuition +4, Behaviour interventions +2, mentoring +4</p>	<p>75 pupils plus additional pupils as required</p>

<p>8 Tracking of attendance of vulnerable groups including disadvantaged pupils and admin of attendance support</p> <p>£3232</p>	<p>Enables attendance to be tracked and easily flagged</p> <p>Behaviour interventions +2, mentoring +4</p>	<p>13.9% PA = 16 pupils PP = 64 pupils</p>
<p>8 Dedicated time for PP champion –1 hr per week</p> <p>£2228.70</p>	<p>PP champion given time to write and review action plan and input into strategy alongside Head teacher. Plan linked to PiP to ensure priority given to PP students. Includes attendance support as part of inclusion role</p> <p>EEF Individualised instruction +3</p> <p>EEF feedback +8</p>	<p>64 pupils plus others as identified</p>
<p>9 Inclusion worker to support pupils using Thrive approach and other strategies.</p> <p>Thrive £3190.32</p> <p>Sensory Circuits £2847.24</p>	<p>Allows PP students' needs to be planned for well in advance</p> <p>EEF Individualised instruction +3 and small group tuition +4</p> <p>EEF Social and emotional learning +4</p>	<p>Sensory = 25 pupils (may alter over course of year and number will change)</p> <p>Thrive = 15 pupils (may alter over course of year and number will change), not all pupils will require Thrive all year</p>
<p>10 Targeted metacognition and self-regulation approach across the whole school to support pupils mental health and emotional wellbeing.</p> <p>Cost of Thrive Lead release to undertake training and deliver to staff and inclusion worker</p> <p>Cost of Thrive and time to do assessments</p> <p>Total: £1680</p>	<p>Allows pupils to develop skills to understanding their own well-being and how to look after it. Provides staff with expertise to mentor and coach pupils in this approach.</p> <p>EEF Metacognition and self-regulation +7</p>	<p>Number will depend on need.</p>
<p>11 Member of staff to provide support at lunchtimes and space for specific pupils who require it (lunch club and sensory room).</p> <p>£3190.32</p>	<p>Increased inclusion</p> <p>EEF Behaviour interventions +4</p>	<p>20 pupils (may alter over course of year and number will change)</p>
<p>12 Subsidised trips and visits and in-school enrichment opportunities including Pioneer cadets staffing and reduced fees for PP pupils. Cost of Pearl.</p> <p>£15000 + £337</p>	<p>Enhanced cultural capital and enrichment opportunities</p> <p>EEF Arts participation +3</p> <p>Outdoor and adventure (unclear)</p>	<p>64 pupils + others in need but not eligible for PP</p>

13 Homework club £2228.7	Pupils dedicated time, space and adult support EEF homework +5	64 pupils plus additional pupil as required
14 Uniform, equipment, ad-hoc breakfasts Total 6208.10	Pupils adequately dressed and no pupils felt disadvantaged as unable to afford uniform. Pupils provided and better able to focus concentrate if not had access to breakfast. EEF parental engagement +4 EEF School uniform (unclear)	64 pupils plus additional pupil as required Thrive sundries – see above for numbers

Total budgeted cost: £ 100640

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 2021 to 2022 academic year.

GPS 90	Total	Pupil premium
ARE+	68/90 75.5%	17/30 56.7%
GDS	28 31.1%	4/30 14.3%

Writing 90	Total	Pupil premium
ARE+	59/90 65.6%	15/30 50%
GDS	4/90 4.4%	1/30 3.3%

Reading 90	Total	Pupil premium
ARE+	68/90 75.5%	18/30 60%
GDS	30/90 33.3%	1/30 3.3%

Maths 90	Total	Pupil premium
ARE+	63/90 70%	15/30 50%
GDS	19/90 21.1%	4/30 13.3%



Combined 90	Total	Pupil premium
ARE+	56/90 62.2%	14/30 46.7%
GDS	3/90 3.3%	1/30 3.3%



Commentary

IDSR states significantly below national for PP outcomes in reading and writing but in line with national in maths, combined and GPS. Significantly higher number of PP pupils who have SEND needs in this cohort impacts on outcomes.

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
Letterjoin	Letterjoin.co.uk
Times Tables Rockstars	Mathscircle.com
Language Angels	Languageangels.com

Access Arts	Accessart.org.uk
Learning outside the classroom	Council for learning outside the classroom
White Rose	Whiteroseeducation.com
Deepening Understanding	Planpanion
Clicker	Crick software
Assertive mentoring	Primaryassertivementoring.com
Little Wandle	Littlewandlettersandsounds.org
Testbase	Testbase.co.uk
Bromcom	Bromcom.com

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?	Service pupil numbers too low to be reported
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

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