

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	Dereham Church of England Junior Academy
Number of pupils in school	388
Proportion (%) of pupil premium eligible pupils	38% (147 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 - 2027 Current Year: 2024 - 2025
Date this statement was published	December 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Kelly Scott Headteacher
Pupil premium lead	Simon Dack Deputy Headteacher
Governor / Trustee lead	Grant King - PP Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (based on January '24 census)	£232 360
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	£232 360

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to achieve good or better progress for all children, regardless of any challenges they may face and the different backgrounds they may come from. This pupil premium strategy outlines how we will focus support for our disadvantaged pupils in order to close the existing gap between them and our non-disadvantaged pupils.

This statement outlines the challenges faced by many of our pupils who are eligible for pupil premium and what we will put in place in order to minimise these challenges and help them achieve the best standards of attainment, of which they are capable.

High-quality teaching is central to everyone making progress in our school. Informed by research produced by such bodies as the Education Endowment Fund (EEF), we know that this that has the biggest impact in closing the attainment gaps between disadvantaged and non-disadvantaged groups. Furthermore, high-quality teaching is the biggest single factor that facilitates progress for ALL children, not just disadvantaged.

High-quality teaching is further supplemented by **targeted support** that focuses in on the specific needs of our disadvantaged pupils. Outlined in the plan is how we use Pupil Premium to address evident and emerging gaps through intervention. Existing staff provide this support during school time and through the use of after school 'boosters'.

While published research helps identify common challenges for disadvantaged pupils, we place huge emphasis on the needs specific to our pupils and families in our school community. Robust scrutiny of individual, class and cohort needs is carried out as a matter of routine and contributes to us deciding how we use our PP funding to support **wider strategies**, which we feel, will further reduce the gap between our disadvantaged and non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Release time for experienced staff and other staff that need CPD. Training and subsequent monitoring needs significant time that should not impinge on the day-to-day practise or impact negatively on work/life balance/mental health.
2	Key and basic gaps in knowledge. Although we have worked to negate the loss of learning caused by COVID-19 lockdowns, some fundamental gaps still exist and we have children in school who were negatively impacted by the pandemic. While there has been accelerated progress in some areas for some pupils, as seen through internal data, our disadvantaged pupils still sit behind their non-disadvantaged peers.
3	Emerging mental health issues and diminishing resilience. We have seen a rise in mental health concerns and a decrease in the ability to cope with new challenges or when things go wrong. This is not exclusive to our disadvantaged children but work completed by our pastoral workers last year shows that over 55% (fluid throughout the year) of our pupils whom they regularly work with are eligible for Pupil Premium. We have a number of pupils whose poor mental health has negatively impacted on their behaviours for learning approach to school life.
4	Lack of experiences outside the immediate home environment. Although the COVID pandemic and lockdowns are a distant memory, the children in our local context still experience a limited experience outside the immediate locality. For this reason, we have a curriculum that as part of our focus on cultural capital we enrich experiences with numerous trips and visits. Using pupil premium funding to support funding for these, ensures all trips go ahead and are accessible to all.
5	Attendance. Attendance for our disadvantaged pupils is lower than our non-disadvantaged. Although attendance for our school is good overall and compares well to national figures, our 'year to date figures' are lower for Pupil Premium pupils than their non-disadvantaged peers.
6	Economic inequality. The ongoing 'cost of living' crisis for our disadvantaged pupils/families still exists. Our 'School location deprivation' classification is classed as 'well above average'. Evidence from local authority data and Office for National Statistics (Breckland area) indicates the poverty level in our immediate locality is above average and finances are strained for many of our most disadvantaged families. This has contributed to the challenges in rows 3 and 4.
7	Access to technology. Point 6 means there is often a lack of technology in the most disadvantaged homes. Much of our homework is online and lack of access to this through being unable to afford technology to facilitate online learning, means that our disadvantaged pupils would be at a disadvantage!

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
The attainment gap between disadvantaged and non-disadvantaged pupils is reduced.	<p>Each class and year group sets ambitious targets for all children, including those in receipt of pupil premium. It would be deemed a success should each year group reach their targets. This would also lead to the current attainment gap between disadvantaged and non-disadvantaged pupils is diminishing and, in turn, the progress of disadvantaged pupils being greater than non-disadvantaged. The following targets were set for our current Year 6 cohort:</p> <p>Reading targets for PP (2027) = 65% EXS Writing Targets for PP (2027) = 55% EXS Maths Targets for PP (2027) = 65% EXS Combined RWM for PP (2027) = 55% EXS</p>
Staff are able to receive (and deliver) CPD by being released from the class.	<p>Newly implemented directives are delivered consistently across all classes and in all interventions. Particularly in writing (and spelling) as this is the area our PP pupils need accelerate progress most in.</p> <p>This is observed through monitoring, pupil voice and book scrutinies.</p>
Pupils identified as having poor mental health are supported in school and are able to access the curriculum successfully.	<p>Those pupils who have regular interventions with the school's pastoral workers make progress at least in line with their disadvantaged peers. Plus wellbeing data is confirmed through analysis of the following sources:</p> <ul style="list-style-type: none"> ● qualitative data from student voice, student and parent surveys and teacher observations ● a significant reduction in incidents recorded on schools behaviour log ● a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
'Behaviour data' gap between PP and non-PP children is narrowed in terms of entries on our Management Information System	Termly behaviour analysis shows that the gap is being closed as a result of behaviour training and support.
Disadvantaged pupils have access to experiences outside the immediate locality (Cultural Capital).	<p>Year group trips and experiences are able to go ahead as a result voluntary contributions from disadvantaged pupils in addition to those contributed by non-disadvantaged.</p> <p>Subsidies from pupil premium funding mean that attendance at after school clubs and breakfast club is not prohibited for disadvantage pupils.</p> <p>As a result of significant subsidisation, the percentage of disadvantaged children attending the Y4 and Y6 residentials is in line with the non-disadvantaged.</p>

	In addition, there is a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.
Attendance of disadvantaged pupils is good and meets the school's targets.	<p>Attendance of PP pupils is in line with non-disadvantaged and hits the 97% target. At the time of reviewing, data difference for attendance from the start of the academic year 2024 - 2025 shows (PP compared to non-PP):</p> <ul style="list-style-type: none"> ● Y3 -5.7% ● Y4 -0.6% ● Y5 -2.2% ● Y6 -2.8% ● Whole school -2.8% <p>We aim for attendance to be equally positive for all groups, as it is currently in Y4.</p>
Disadvantaged pupils (families) are supported financially to make sure they have the right equipment and access to learning.	Disadvantaged pupils have the required equipment for lessons in school. This particularly applies to appropriate school uniform and PE equipment, the absence of which can contribute to poor behaviours for learning/mental health.
No disadvantaged child is without access to technology	<p>Disadvantaged pupils are able to complete homework that requires technology (TTRS, Numbots, Oxford Owl eBooks, Teach Your Monster to Read, Spelling Shed etc.)</p> <p>Disadvantaged pupils are completing the same amount of homework as their non-disadvantaged peers and progress towards targets in Reading, Writing and Maths reflect this.</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 for 2024 – 2025:

Total: £50 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2024 - 2025:</p> <p>CPD and resources for all teachers and TAs – Writing:</p> <p>Monitoring and meeting time to:</p> <ol style="list-style-type: none"> 1. Review and compare planning resources 2. Respond to baseline findings 3. Review and act upon the quality of teaching of writing (including CPD) 4. Quality assure assessments and arising next steps 5. Continue to subscribe to ‘Spelling Shed’ and embed curriculum 6. Implement ‘Fixing Full Stops’ and embed other ‘Hearts for Learning’ initiatives 	<p>The EEF’s ‘Improving Literacy in Key Stage 2’ guidance report is based on a range of the best available evidence to support the quality teaching of writing, particularly ‘Recommendations 4 – 7’</p> <p>Those staff delivering CPD to others, have consulted the EEF’s ‘Effective Professional Development Guidance Report’ particularly focusing on the 3 recommendations:</p> <ol style="list-style-type: none"> 1. Mechanisms 2. Building on Knowledge/Motivates/Embeds 3. Implement with care 	<p>1, 2 and 6</p>
<p>2024 - 2025</p> <p>CPD and resources for all teachers and TAs – Maths:</p> <ol style="list-style-type: none"> 1. Improving ‘Mastery’ 2. Embed use of ‘Number Sense’ 3. Continue membership and 	<p>October 2024 –</p> <p>When compared to the national average score for PiXL tests (those used by the DNEAT Trust), we are further behind the percentages in arithmetic than in the reasoning papers:</p> <ul style="list-style-type: none"> ● Y3 - -7.4 ● Y4 - -5.1 ● Y5 - -8.7 	<p>1, 2 and 6</p>

<p>implement findings from 'Maths Hub'</p> <p>4. Dissemination and embedding of updated calculations policy</p> <p>5. Purchase and incorporate 'White Rose Infinity' into planning and use as a dynamic resource.</p>	<p>Points 3 and 4 (left) addresses changes in methods which we believe will improve speed and accuracy (4), and ensure we are abreast of latest developments (3).</p> <p>Points 1 and 2 (left) address speed of recall and secure prior learning (1), and support calculations for SEN pupils (2).</p> <p>Point 5 is an extension to our current membership. This would facilitate staff with additional examples to work with alongside pupils, reducing working and increasing participation. Findings from 'White Rose' have been very positive.</p> <p><i>Those staff delivering CPD to others, have consulted the EEF's 'Effective Professional Development Guidance Report' particularly focusing on their 3 recommendations:</i></p> <ol style="list-style-type: none"> 1. <i>Mechanisms</i> 2. <i>Building on Knowledge/Motivating/Embedding</i> 3. <i>Implementing with care</i> 	
<p>2024 - 2025</p> <p>CPD and resources for all teachers and TAs – Reading:</p> <ol style="list-style-type: none"> 1. Improved provision for the bottom 20% of readers, including intervention on Systematic Synthetic Phonics (RWI updated training + new training for purchased 'Fresh Start') 2. Revised structure for our reading curriculum: 'Reading Masters' 3. Purchase Oxford Owls eBooks so that all readers can access better literature 	<p>Last year's reading data was lower than the previous round of SATs. This was the year group perhaps hit most by COVID-19 at infants and, while gaps were closed internally, our PP data was identified as an area to develop.</p> <p>Our 'Reading Masters' curriculum is strong but needs improving further to develop the children's dexterity when answering different question types. This has been proven by recent Question Level Analysis (QLA) of formal testing – Summer 2024.</p> <p>Training and additional resources to support this is very worthwhile as the EEF - Reading Comprehension Strategies education evidence suggests that direct teaching of specific strategies can result in +6 months of progress.</p> <p>As our disadvantaged pupils have a school Chromebook on loan for the time they are with us, a membership to Oxford Owl eBooks will mean they have access to a wider range of literature. Furthermore, as is outlined in the National Literacy Trust's document 'Read On, Get On' first published in 2016, the use of technology to access reading has had a noticeable impact on getting boys who are reluctant to read to do just that! It cites: 'The use of technology in reading is helping to improve the perception of reading as "cool" and increasing the way children can access books, which in turn has a positive impact on the number of children who find enjoyment in reading.'</p> <p><i>Those staff delivering CPD to others, have consulted the EEF's 'Effective Professional Development Guidance Report' particularly focusing on the 3 recommendations:</i></p> <ol style="list-style-type: none"> 1. <i>Mechanisms</i> 2. <i>Building on Knowledge/Motivates/Embeds</i> 3. <i>Implement with care</i> 	<p>1, 2 and 7</p>

<p>2024 - 2025</p> <p>Employ high-quality, trained internal cover in each year group.</p> <p>Additional teaching hours provided by a qualified teacher:</p> <ol style="list-style-type: none"> 1. Year 6 – 1 day year leader cover (all year) 	<p>As the Education Endowment Foundation (EEF) states in its publication ‘The EEF Guide to the Pupil Premium- Autumn 2024 September’, the biggest single factor that can enable progress for our disadvantaged pupils is high-quality teaching.</p> <p>To this end we cover SLT release time with high-quality in house cover provided by HLTAs – one in each year group. These members of staff are in receipt of the same training as the teachers are. This means they are kept up to date with the most recent changes in the curriculum and pedagogical practise and have the additional benefit of being able to deliver lessons about which, they completely understand the context of as they are in school all week.</p> <p>It is for the same reasons that we have retained some teaching hours in addition to those needed to cover a class. That listed in the column on the left is in place to both complement and supplement the high-quality teaching that already exists in the year group.</p>	<p>1 and 2</p>
<p>2024 - 2027</p> <p>Time for SENCO to be released and provide support for teachers to provide an appropriate curriculum for pupils who are disadvantaged and SEN.</p>	<p><i>December 2024:</i></p> <p><i>SEN pupils (80) who are also in receipt of PP (48) = 60%.</i></p> <p><i>PP children (138) who are also SEN (48) = 32%. This % is increasing</i></p> <p>This double level of disadvantage concurs with the EEF’s statement in their ‘Special Educational Needs in Mainstream Schools’ paper that <i>‘...pupils with SEND are also more than twice as likely to be eligible for free school meals’.</i></p> <p>It is for this reason that we use funding from the strategy to provide a third day of non-teaching time for our SENCo so she can visit classes and offer support to teachers in terms of providing the best possible high-quality teaching for these pupils.</p>	<p>1 and 2</p>

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

Budgeted cost:

2024 - 2025:

Total: £94 550

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2024-2025 Teaching assistant led interventions</p>	<p>We have a highly skilled team of Teaching Assistants who receive in house training on how to deliver targeted interventions based around the programmes and pedagogies we use. This includes using published intervention programmes such as ‘Read, Write, Inc’ (Phonics) and ‘Number Sense’ (Maths), and targeted support for pupils that complement what is being taught by the teacher in main sessions by using pre and post teach intervention.</p> <p>The EEF’s publication on ‘Teaching Assistant Interventions’ clearly outlines that how the TAs are deployed is vital and that, if done so in a targeted manner, their impact can account for an additional +6 months of progress.</p> <p>The findings from this paper have not only informed our approach to targeted small group interventions outside of the classroom but also how we support pupils in English and maths sessions led by the class teacher in the mornings. Having targeted, structured objectives which are tailored to the needs of individuals being supported, means that in-lesson support is also proving effective especially as we foster great communication between the TA and teacher team. As the above publication recognises, <i>‘High quality communication between teaching assistants and classroom teachers is likely to support good implementation of teaching assistant interventions.’</i></p>	<p>1 and 2</p>
<p>2024 - 2025 1 to 1/small group tuition</p>	<p>As detailed by the EEF one to one tuition information up to 6 months (primary) additional progress can be achieved through 1:1 tuition. Although this figure is lower in small groups of up to 4, it still has positive benefits.</p> <p>We have recruited existing staff to lead after school intervention with a ratio of up to 1:4.</p>	<p>2</p>
<p>2024 - 2025 Year 6 after school boosters (Additional hours for existing staff)</p>	<p>See above.</p>	<p>2</p>

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

Budgeted cost:

2024 - 2025:

Total: £53 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>2024 – 2025</p> <p>Providing Pastoral and Mental Health support for pupils:</p> <p>Embedding Mental Health procedures in the school including training and resources.</p> <p>Maintaining or effective pastoral provision by having two pastoral workers.</p>	<p>The <i>'NHS' 2023 mental health survey</i> states that <i>'In 2023, about 1 in 5 children and young people aged 8 to 25 years had a probable mental disorder. This was 20.3% of 8 to 16 year olds...'</i></p> <p>The DfE's paper, <i>'Mental Health and Behaviour in Schools'</i> further outlines the direct link between a child's mental health and their ability to concentrate and learn to the best of their ability. On pages 13 – 15, this document highlights both risk and protective factors in terms of developing resilience and one of the risk factors that can contribute to a lack of resilience and, in turn, poor mental health and low learning levels, is socio-economic disadvantage.</p> <p>It is for these reasons that we have prioritised mental health as one of the key areas to focus on in ensuring some of our more vulnerable pupils can have their needs addressed as soon as possible rather than having to wait on external agencies.</p> <p>As well as there being a trained mental health team and full time employed Pastoral Workers who are Thrive practitioners, all teaching staff receive additional training regarding mental health as part of our CPD cycle.</p>	<p>3</p>
<p>2024 - 2025</p> <p>Purchase of external 'life coaching' support for Y6 pupils</p>	<p>November 2023 -</p> <p>The DfE's paper, <i>'Mental Health and Behaviour in Schools'</i> further outlines the direct link between a child's mental health and their ability to concentrate and learn to the best of their ability. On pages 13 – 15, this document highlights both risk and protective factors in terms of developing resilience and one of the risk factors that can contribute to a lack of resilience and, in turn, poor mental health and low learning levels, is socio-economic disadvantage.</p> <p>Our 'life coach' works with whole classes of children as well as running 1:1 coaching sessions once the whole class work has concluded. Staff refer pupils for sessions and regular reports are received.</p>	<p>5 and 6</p>
<p>2024 - 2025</p> <p>Employment of an Attendance officer</p>	<p>As the <i>EEF's 2023 report to the Educational Select Committee</i> outlines, <i>'Persistent absence is an immediate issue facing schools across the country. According to the most recent data, almost one in four pupils missed more than 10 per cent of sessions in the autumn term of 2021... We know these pupils are disproportionately more like to come from socio-economically disadvantaged backgrounds. So tackling</i></p>	<p>5 and 6</p>

	<p><i>persistent absence is an important part of improving education outcomes for this group.'</i></p> <p>Research conducted by the UCL Institute of education culminating their 'School absences and pupil achievement' states that, <i>'Each day of individual pupil absence results in around 0.3-0.4% of a standard deviation reduction in achievement.'</i> And that <i>'Pupils from low-income households see a larger negative effect from each day of absence.'</i></p> <p>Moreover, they categorically state that, <i>'Reducing pupil absences will have a positive effect on achievement and is likely to reduce achievement gaps between high and low income pupils.'</i></p>	
<p>2024 - 2025</p> <p>Funding or part funding trips, visits, residentials and equipment needs (including uniform)</p>	<p>The research on the benefits of school trips, visits and residentials for educational progress is not very wide ranging and is, therefore, not particularly conclusive. However, our philosophy is that by supporting disadvantaged children/families to pay voluntary contributions to fund school trips and residentials, means that they are more likely to be able to take place.</p> <p>Furthermore, in the case of residential visits, providing additional funding further diminishes the chance of creating a dichotomy where the 'haves' go and the 'have nots' don't. This situation could negatively impact on the mental health of pupils who are unable to take part/attend.</p> <p>A number of scholarly articles (two examples: 'School Travel Organiser' and 'Why are school trips so important') have been completed on the 'softer' impacts of school visits trips and they appear to concur on them benefiting the children in the following ways:</p> <ul style="list-style-type: none"> ● Preparing for later life (awareness of the 'outside' world) ● Improving behaviour (in different contexts) ● Putting class based learning into context/ experiential learning ● Fostering deeper relationships between peers and teachers and students (particularly residentials) ● Improving students' resilience, self-confidence and wellbeing (particularly residentials). <p>There appears to be little evidence base for the impact school uniform has on academic outcomes (EEF - School Uniform and Educational Outcomes). However, we view having the appropriate uniform as being part of the wider ethos of our school especially in terms of a pupil's mental health. We do not want pupils to feel that they 'stand out' from their peers because the reason for them not having the correct uniform is a monetary one. The same applies to other school resources.</p> <p>The EEF recognises this: <i>'Wearing a uniform is not, on its own, likely to improve learning, but can be successfully incorporated into a broader school improvement process which includes the</i></p>	<p>4 and 6</p>

	<i>development of a school ethos and the improvement of behaviour...'</i>	
2024 - 2025 Continued provision of a Chromebook for disadvantaged children	<p>More and more of our curriculum uses digital technology to supplement the curriculum. This includes homework which, other than reading, is partly web based and dependent on hardware in order to complete.</p> <p>Our pupils live in a digital age where not only education but also socialising can be enhanced by access to digital technology, and we are determined that no child will be digitally poor while they are with us.</p> <p>Research into the impact that digital technology has on educational progress appears to be limited at present. However, the government, in effect, acknowledged the importance of being digitally literate when creating its 'Get help with technology' programme during the COVID-19 pandemic.</p> <p>During this time, we supplemented what the government has provided by purchasing an additional 145 Chromebooks so that our disadvantaged pupils have 1:1 access to digital technology both in school and at home, and no disadvantaged pupil will miss any future learning should there be a need for further lockdowns.</p> <p>The initial outlay for the hardware was made in early 2021 but we will continue to ensure that all disadvantaged pupils have continual access by continuing to use part of this funding to support repairs and upgrades for the foreseeable future.</p>	6 and 7

Total budgeted cost: £198 650

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 2023 to 2024 academic year.

KS2 2024 – Data

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
Read, Write, Inc.	
Spelling Shed	
Oxford Owl E-Books	
Number Sense	
Times Table Rockstars	
Numbots	
White Rose Infinity	

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

NA