

Pupil premium strategy statement

This statement details our school's use of pupil premium 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	Thomas Deacon Academy Juniors
Number of pupils in school	360
Proportion (%) of pupil premium eligible pupils	27% - 98 pupils
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 to 2025/2026
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mrs L Burks
Pupil premium lead	Miss E Gowers
Governor / Trustee lead	

Funding overview

Detail (TDA whole school information)	Amount
Pupil premium funding allocation this academic year	£774,000
Recovery premium funding allocation this academic year	£0
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	£774,000

Part A: Pupil premium strategy plan

Statement of intent

At Thomas Deacon Academy, we ensure that Quality First Teaching and Literacy is at the heart of everything we do. Our Principles of Effective Teaching and Power Teaching models ensure we are taking an evidenced based approach to all learning and, through this, we aim to continue to close the attainment gap between disadvantaged children and their peers. We have a good understanding of the needs of our students and, alongside our character framework, our Pupil Premium strategy aims to build strong relationships with our local communities, provide rich extra-curricular experiences for all of our students and have the highest expectations of all.

Challenges

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

Challenge number	Detail of challenge
1	Language and communication skills tends to be lower for some pupils eligible for PP than others.
2	Involvement of families of disadvantaged pupils in their child's learning – lack of confidence or limited knowledge to support learning at home or attend school events.
3	Social and emotional wellbeing requiring support
4	Internal and external (where available) assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Over the last 2 academic years, the gap between the attainment of PP and NPP in maths has widened, last year it was 23% (2023).
5	Assessments, observations and discussions with pupils suggest disadvantaged pupils generally have lower aspirations and a lack of understanding about future opportunities and career paths.

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
To ensure the delivery of high-quality teaching, learning and assessment strategies in order to improve outcomes for all children.	<ul style="list-style-type: none">The gaps between the attainment of PP and NPP in KS2 external SATS will be closed by at least 10% in maths.

Improve oral language and communication skills for pupils eligible for PP.	<ul style="list-style-type: none"> • All literacy and maths snapshots reveal that teachers are delivery high quality lessons for all children, encouraging the use of full sentences when communicating with others. • Each class will take part in 2 debate activities each term.
To develop the involvement of families of disadvantaged pupils in their child's learning.	<ul style="list-style-type: none"> • The percentage of PP children who are reading at home 4 or more times a week will be the same as the percentage of NPP children. • Edulink will be used by 100% of PP families. • Edulink will provide a platform for all teachers to communicate positive feedback and progress in learning with PP families at least once a term. • Feedback from parents will show that they feel well informed about learning at home and at school.
Children feel happy and safe in school, even if there are issues at home.	<ul style="list-style-type: none"> • Breakfast funds continue to ensure that PP pupils have a good breakfast to start the day. • For disadvantaged pupils to continue to participate in various sporting, competitive and enjoyable activities outside of the classroom • All disadvantaged pupils receive ample mentoring and support for their specific needs. • School to support disadvantaged pupils financially when necessary in extra-curricular activities such as music, sport, school trips and residential.
To improve the aspirations for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> • Children will have a greater understanding of higher education and career opportunities by the end of key stage 2.

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: £ 73,770

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>McKie Mastery approach TDAJ to refine the Core Power teaching and learning, Power Literacy and Power Maths to ensure the best possible progress for all.</p> <p>4 HLTA's employed to enable the structure to be effective.</p> <p>CPD which is driven by gaps in 'teacher power performance'.</p>	<p>Core Power teaching and learning is a whole-school approach which integrates strong drivers of progress and achievement in very innovative ways. 1) Pupils are not automatically grouped by age but by where they are up to in their learning. 2) They all get feedback and encouragement at every stage of every lesson. 3) They work within a familiar lesson structure where the teacher leads them to independence and self-confidence in small manageable learning steps. 4) They are reviewed and regrouped as appropriate every eight weeks or so. 5) Skills mastery is linked to a rich vibrant curriculum where they put what they have learned to good use. 6) High levels of pupil engagement and good behaviour result from the well-paced, interesting lessons, motivational approaches and familiar routines and expectations.</p>	1 and 4
<p>Purchase of Cornerstones Curriculum Maestro to secure a curriculum that is ambitious, broad and balanced, for all other subjects areas.</p>	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials. Cornerstones provides us with a broad and balanced curriculum. It provides specific subject knowledge for all curriculum areas and it maps the curriculum to ensure it provides coverage and progression.</p>	1 and 4
<p>Rigorous data analysis and pupil tracking, to allow us to identify whether PP children are making appropriate progress and are on track to reach ARE.</p> <p>Barriers for each individual are identified and regular</p>	<p>Rigorous data analysis will be used to identify the strengths and areas for development in each subject. Various interventions are then planned for each individual.</p> <p>It is important that time is spent identifying the individual barriers for each pupil and aiming to provide targeted support</p>	1 and 4

meetings are held between CT and year group leads to discuss the progress of these individuals. Purchase of 'Insight' to analyse data and track pupil progress	The use of Insight will improve our ability to track individual progress more quickly and analyse the data in greater detail.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 43,018

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language interventions The development of language tools used across the curriculum, e.g. knowledge organisers in Humanities lessons where children are taught the vocabulary and how to use the words in context.	1. On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. 2. It is important that spoken language activities are matched to learners' current stage of development, so that it extends their learning and connects with the curriculum. 3. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	1
After school tuition and focused interventions for year 6 children. (Focused interventions for maths and writing)	Tutoring can have a positive impact on pupils' academic progress. Evidence suggests that, compared to their peers who do not receive tuition, pupils who receive small group tuition may make, on average, 4 months additional progress and pupils who receive one-to-one tuition may make, on average, 5 months additional progress. This is likely linked to pupils receiving more feedback, being more engaged and completing work tailored to their specific needs.	1 and 4
Sumdog subscription used for Maths, Spelling and Grammar	To support the teaching and learning of key skills. To aid teachers with identifying strengths and areas for development for individuals.	1,2,4
Using EBEN (Everybody Every Night) to track the reading that is happening daily and targeting individual readers.	As part of the EBEN program, the reading diaries will be checked daily and priority readers are identified. These children will be given the opportunity to read daily as part of	1,2,4

	a 1:1 session, focused on fluency and comprehension development.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 39,872

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional wellbeing support provided through whole school character curriculum (Gold standard character Kite Mark) and additional interventions for those children who require it.	Social and emotional learning is critical to our recovery from Covid-19. To achieve this, the SEL curriculum should be sequential, active, focused and explicit (SAFE), and ensure continuity through all year groups and stages of development. The EEF has found that SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school. They also have an average overall impact of four months' additional progress on attainment. A four-month gain in attainment is critical for pupils who have fallen behind during the pandemic.	3 and 1
The Family Liason Officer will continue to provide support for those families who require it.	Last year a significant number of families required support from specialist services accessed by the FLO, through the EHA process.	2 and 3
Wider opportunities are provided for PP children through the employment of the Pupil activity coordinator. Eg. Holiday and Food program, Childrens university opportunities and further enrichment .	Children's enjoyment and aspirations will be raised, and they are offered new experiences. The Holiday and Food program and other enrichment events provide exciting enrichment for PP children during the school holidays or weekends. This is an excellent way to provide PP children with opportunities that they may not have experienced before. The Character team are also planning events to encourage parents to engage with school in a relaxed, fun way, whilst raising funds for charity.	2 and 3
A specialist music teacher will teach brass, woodwind and piano to Year 3, 4 and 5 disadvantaged pupils Curriculum linked school visits are subsidised to ensure that all children have access to a wide range of visits and experiences that enhance their ability to access the	There is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. Arts participation may be delivered within the core curriculum, or though extra-curricular or cultural trips which can be subject to financial barriers for pupils from deprived backgrounds.	3

curriculum and raise their achievement and aspirations.	Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported.	
Engaging with a structured programme for all pupils which supports and enhances the National Curriculum whilst also inspiring them to think about their future education and the world of work.	Last year, our children benefitted from engaging with the career program from IntoUniversity (see feedback and review from last year, pg 9 and 10). This year, we will continue to plan learning that will inspire children to consider future education and career opportunities. This learning will be included in the enrichment week planning and further opportunities will be arranged with external partners such as ARU or the nearby colleges.	5

Total budgeted cost: £ 154,660

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.

Intended outcome	Success criteria	End of year 1
<p>To ensure the delivery of high-quality teaching, learning and assessment strategies in order to improve outcomes for all children.</p> <p>Improve oral language and communication skills for pupils eligible for PP.</p>	<ul style="list-style-type: none">• The gaps between the attainment of PP and NPP in KS2 external SATS will be closed by at least 10% in maths.• All literacy and maths snapshots reveal that teachers are delivery high quality lessons for all children, encouraging the use of full sentences when communicating with others.	<ul style="list-style-type: none">• SATS results 2023 – In reading 70% of pupils eligible for PP achieved the expected standard or above compared with 57% of Non PP. In writing 65% of pupils eligible for PP achieved the standard compared to 72% of Non PP (-7% gap). In Maths, 43% of pupils eligible for PP achieved the expected standard compared to 66% of Non PP (-23% gap)• Maths data on the snapshot at CP2 shows: The gap between attainment in maths at Y6 remains the same. In year 4 and 5 there are no gaps present and in year 3 there is a gap of 21% at or above the standard.• Maths data on the snapshot at CP3 shows: The 21% gap for year 3 has closed to a 12% gap. In year 5 the pupils eligible for PP are higher by 10%.• The snapshots for literacy and maths show the high quality of teaching for all children in Power lessons. These are being monitored by year group leads and subject leads.• EG met with Laura Ashton to discuss the all through school focus on 'say it better' – oral language communication skills. Introduce 2 debating sessions per term for each year group in 2023 – 2024 and a reminder for all staff on the importance of speaking in full sentences.

To develop the involvement of families of disadvantaged pupils in their child's learning.	<ul style="list-style-type: none"> The percentage of PP children who are reading at home 4 or more times a week will be the same as the percentage of NPP children. EduLink will be used by 100% of PP families. EduLink will provide a platform for all teachers to communicate positive feedback and progress in learning with PP families at least once a term. Feedback from parents will show that they feel well informed about learning at home and at school. 	<ul style="list-style-type: none"> At the end of year 1 – 60% of NPP chn have achieved an EBEN award in 2023. 52% of PP chn have achieved the award. 75% of PP families have used EduLink since it launched after the Easter holidays. 25% of PP families have not downloaded it yet. Staff have been used EduLink to share 'work of the week' and parents who are using the platform have mentioned that they enjoy receiving examples of their work at school.
Children feel happy and safe in school, even if there are issues at home.	<ul style="list-style-type: none"> Breakfast funds continue to ensure that PP pupils have a good breakfast to start the day. For disadvantaged pupils to continue to participate in various sporting, competitive and enjoyable activities outside of the classroom All disadvantaged pupils receive ample mentoring and support for their specific needs. School to support disadvantaged pupils financially when necessary in extra-curricular activities such as music, sport, school trips and residential. 	<ul style="list-style-type: none"> This year HAF club has grown and an increasing number of children attend during the holidays. The HAF club was extended to offer opportunities to children in other schools in the MAT. This includes children from QKA, Paston and QDI. Food bank connections – tackling food poverty Housing and homelessness – campaigns to improve housing in Peterborough. Ongoing meetings with TDET foundation to establish a charitable fund for families who are in temporary housing/accommodation. Working with PCC to establish transport for those families who require it. Ongoing support has been given to teachers and other staff in the school with guidance about issues at home.
To improve the aspirations for all pupils, particularly our disadvantaged pupils	<ul style="list-style-type: none"> Children will have a greater understanding of higher education and career opportunities by the end of key stage 2. 	<ul style="list-style-type: none"> All year 3 children took part in the 'What is a career' workshop and all teachers gave positive feedback about the wider range of careers the children learnt about. Year 4 took part in a workshop at school learning about different careers and what a university is. Year 5 children spent half a day at Into University and learnt about different aspects of university life and learnt about a range of different courses that can be studied.

		<ul style="list-style-type: none"> Year 6 – Einstein class took part in the Focus week in June. Their theme was engineering and they spent some time on a construction site, Into university and Anglian Ruskin University. <p>See individual feedback with pupils views and percentages.</p>
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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
TT Rockstars	Maths Circle Ltd
Curriculum Maestro	Cornerstones
White Rose	White Rose Maths
Switched On Computing	Rising Stars
Insight	Equin limited