

Pupil Premium Strategy Statement

LEYS FARM JUNIOR SCHOOL

This statement details our school's use of pupil 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	Leys Farm Junior School
Number of pupils in school	128
Proportion (%) of pupil premium eligible pupils	43% (52 pupils)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024-2025, 2025-2026, 2026-2027
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Miss S Thomas
Pupil Premium Champion	Miss S Thomas
Governor / Trustee lead	Mrs S Tipler

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£82,440
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	£82,440

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Pupil Premium Grant was introduced in 2011 for children eligible for free school meals, children whose parents serve in the armed forces and for looked after children; its purpose was to close the attainment gap between these groups of children and their peers. In 2013 the DfE introduced Pupil Premium Plus funding for looked after children and previously looked after children. In doing this, the DfE acknowledged the enduring impact of trauma and loss in children's lives and the key role that schools have in supporting children who have had a difficult start in life.

At Leys Farm Junior School (LFJS), we have high expectations, aspirations and ambitions for all of our children regardless of life experiences and are committed to providing opportunities to enable these children to realise their potential through all aspects of school life.

We recognise that some pupils, including those from disadvantaged backgrounds, may need additional support to help to overcome and diminish their barriers to learning. LFJS is a place where everyone can succeed and is committed to diminishing differences between vulnerable/disadvantaged pupils and their less, disadvantaged peers. Pupil Premium forms a vital part in this process. The targeted and strategic use of Pupil Premium funding (PPF) will help us to achieve our vision to raise attainment and accelerate progress for eligible pupils, whatever their academic starting point and potential. A tiered approach will be adopted to improve outcomes for all children.

We ensure high quality teaching, learning opportunities and high aspirations in the classroom meets the needs of all pupils to achieve or exceed age related expectations.

Targeted academic support and structured interventions for small groups and individuals who will benefit from pre-teach sessions including developing the use of language across the curriculum. Wider strategies to support with attendance and SEMH challenges are also a priority at LFJS.

Appropriate provision will be made for pupils who belong to vulnerable groups, ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed. We also recognise that not all pupils who receive free school meals will be socially disadvantaged and not all who are socially disadvantaged will be registered or qualify for free school meals.

Wherever possible, we will use the Pupil Premium funding grant in areas where eligible pupils including those identified as being socially disadvantaged show a particular aptitude, but where their parents' financial circumstances may prevent them from accessing specialist coaching or instruction.

We will rigorously monitor the impact of strategies used and review provision in the light of tracking data and other evidence through assessment, data analysis and Pupil Progress Meetings.

Governors are involved in monitoring the attainment between different groups of pupils, including disadvantaged. Funding is allocated using identified priority classes, groups and individuals.

Implementation

The use of Pupil Premium funding (PPF) is to diminish differences between those pupils receiving it and their non-Pupil Premium peers. All our work through PPF will focus on raising the achievement of disadvantaged children to reach or exceed their age-related expectations.

To do this we will analyse our data thoroughly and use this to help inform our decision-making to maximise the impact of our pupil premium spending.

Teaching staff will be involved in the analysis of data and identification of pupils' area of need.

The range of provision will include:

- High Quality Teaching - EEF review of the evidence and Ofsted findings on Special Educational Needs in Mainstream Schools found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and meta-cognitive strategies, are key components of high-quality teaching and learning for all pupils.
- Good quality feedback (to foster self-esteem and confidence).
- Use of high quality additional and support resources.
- High quality additional support delivered by a teacher or trained Teaching Assistant (TA).
- Individual or small group intervention programmes to support learning (additional reading, maths, phonics and well-being activities).
- Early identification of SEMH and use of timely provision.
- Behaviour and nurture support during lunchtimes by providing activities to engage and promote values and enhance learning.
- Effective data analysis.
- High expectations for those pupils who could flourish further with the appropriate intervention.
- Curriculum enrichment opportunities (visits, visiting theatres, sporting opportunities, extra-curricular clubs) and providing necessary equipment such as P.E kits, school jumpers or cardigans (some pre-loved), etc.
- Family engagement and attendance (breakfast club, homework support, pastoral support, transition support, etc).

Challenges

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

Challenge number	Detail of challenge
1	<i>In reading, at the end of the academic year 2023/2024 PP pupils out-performed the non-PP pupils with an attainment gap of 1.4 (scaled scores), 4% more achieving expected standard but -14% achieving the higher standard. Also the progress gap has diminished between PP and non-PP 1.1 (scaled scores), 10% more achieving expected standard and -5% achieving the higher standard. Evidence shows many children lack the skills required to fully interpret texts within their reading by the end of KS2 and there is further work to be carried out to achieve the higher standards in reading.</i>
2	<i>Despite the attainment and progress gap showing some evidence of narrowing across the academic year 2023/2024 the gap remains significant between PP and non-PP children in writing with gaps in their use of wide and varied language and poor spelling strategies. Writing attainment gap -1.7 (-3.6 in 2023) scaled scores and progress gap of 0.6. there is also a gap in those achieving the higher standard -12% attainment and -2% progress.</i>

3	<i>Maths is a whole school area for development. Despite the attainment and progress gap diminishing for Maths diminishing (1.5 and 4.2 respectively) across the academic year 2023/2024 in standardised maths assessments, evidence shows that the barriers preventing children from achieving more highly are those of problem solving, reasoning and varied fluency in the current Y3 to Y6 cohorts.</i>
4	<i>The attendance gap between PP and non-PP children from September 2022 to July 2023 was 0.82%, with PP attendance standing at 93.64% and non-PP attendance standing at 94.46%. 2023 – 2024 with PP attendance standing at 93.3% and non-PP attendance standing at 95.4%, a gap of -2.1%. School continues to see a small level of persistent absence.</i>
5	<i>A significant number of our children demonstrate a lack of resilience towards their learning, low self-esteem and low aspirations. Poor home learning environments, a lack of parental engagement and lack of support such as reading at home, etc. contributes to this. This has impacted children with greater levels of Social, Emotional, and Mental Health concerns and a higher than average referral rate to CAMHS for ASD and/or ADHD diagnosis.</i>

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
<i>To narrow the gap for PP and disadvantaged children in Reading attainment through a focus on comprehension skills (particularly inference) and language development and increase those achieving the higher standard.</i>	<ul style="list-style-type: none"> • High Quality Teaching. English support strategies linked to reading, phonics and language development. • Improved teacher assessment for PP children to enable the gap between PP and non-pupil premium children to be diminished. • Greater percentage of PP will achieve at least ARE in reading by the end of Y6 and the higher standard. • A greater percentage of children will make accelerated progress in reading for all year groups. • Embedding and ensuring fidelity of Little Wandle Phonics across school and working with the English Hub • Implementation of Reading Plus into lower KS2 from January 2025 to encourage reading for pleasure. • Dyslexia Gold data will demonstrate that all pupils are making progress and the gap between PP and non-PP has narrowed. • Reading Plus data will demonstrate that all pupils are making progress and the gap

	<p>between PP and non-PP has narrowed within upper KS2.</p>
<p><i>To narrow the gap for PP and disadvantaged children in Writing and GPS attainment through a focus on rich and varied language development and improved strategies in spelling and a higher percentage of pupils to achieve the higher standards in Writing.</i></p>	<ul style="list-style-type: none"> • High Quality Teaching of writing, including English support strategies linked to writing, phonics, spelling and language/vocabulary development. • Demonstrate that all pupils are making progress and the gap between PP and non-PP has narrowed in writing and GPS. • Improvements in teacher assessment for GPS for PP children to enable the gap between PP and non-pupil premium children to be narrowed. • Consistent implementation of LFJS Writing Overview and Local Authority Writing Criteria (introduced April 2024). • Greater percentage of PP will achieve expected standard or greater depth standard in writing by the end of Y6. • A greater percentage of children will make accelerated progress in writing and spelling in all year groups. • Greater engagement with Spelling Shed at home and in school, particularly by PP children. • Dyslexia Gold data for spelling will demonstrate that all pupils have made progress and the gap between PP and non-PP has narrowed.
<p><i>The gap between PP and non-PP has been diminished in Maths however this must be maintained for the current Y3 to Y6 cohorts and greater emphasis must now be on raising attainment in Y4 on passing the Multiplication Screen.</i></p>	<ul style="list-style-type: none"> • High Quality Teaching, including Maths support strategies linked to tables, use of Bar modelling and the use of STEM sentences to support problem solving and reasoning. • Testbase scaled scores improved for PP children to enable the gap between PP and non-pupil premium children to be narrowed within all cohorts. • Greater percentage of PP will achieve at least ARE in Maths by the end of Y6. • Targeted after school club will raise attainment in multiplication tables specifically for Y4 children. • Regular access (at least 3 times per week) to Times Tables Rockstars for all at home and in school. • Targeted Maths tuition for Y6 PP children to raise attainment in maths, diminishing gaps

	<p>through the use of Learning by Questions (LbQ) and tutoring programme.</p> <ul style="list-style-type: none"> • A greater level of challenge in Maths and across the curriculum.
<p><i>To improve attendance and punctuality for a greater number of disadvantaged children and reduce the number of persistent absentees.</i></p>	<ul style="list-style-type: none"> • Pastoral Manager to work with parents and families to improve attendance and punctuality through the ATTEND Framework, One Family Approach, Early Help and action planning. • Breakfast and Books Club – free for PP children will support improvements in attendance and punctuality. • School participation in the National Schools Breakfast Programme will provide all children including PP with a bagel every day.
<p><i>To improve emotional well-being of all children including our most vulnerable/disadvantaged and those with low self-esteem, lack of resilience and low aspirations through emotion coaching and THRIVE activities.</i></p>	<ul style="list-style-type: none"> • JIGSAW package for all and pastoral interventions for SEMH children. • Whole school implementation of THRIVE. • Whole school Emotion Coaching led by the Education Psychology Team (February 2024 and revisited in January 2025). • Zones of Regulation and 5 point-scale activities will improve resilience, self-regulation and foster positive attitudes to learning. • Pupil voice will demonstrate that children’s resilience to learning has increased since 2023/24. • Pupil voice will demonstrate that a greater percentage of children are using Growth Mindset as a strategy for supporting their resilience and attitude to learning. • Whole school focus on fostering positive growth mindsets through classroom displays and celebration assemblies. • Use of funding to include PP children in wider aspects of the school curriculum, including; visits or visitors into school at least one per year group per term, after school clubs targeting PP and disadvantaged children, residential visit subsidy and transport costs. • Access to free pre-loved school uniform as although school keeps costs down, further assistance in purchasing uniform may be necessary.

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: **£42,360**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>The systematic teaching of phonics is secured through daily, targeted phonics teaching, using Little Wandle Phonics.</i></p> <p><i>Whole class teaching of phonics by class teachers and small group interventions delivered by trained staff.</i></p>	<p>According to the EEF, Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> <p>Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches. This is likely to be due to the explicit nature of the instruction and the intensive support provided.</p> <p>Targeted phonics interventions will therefore improve decoding skills more quickly for pupils who have experienced barriers to learning.</p>	1 & 2
<p><i>Qualified Teacher Booster Classes (National Tutoring Programme - targeting predominantly PP children) and aimed at improving identified skills in Maths and diminishing gaps in GPS.</i></p>	<p>EEF Guide to supporting school planning - Prioritising high-quality instruction in the classroom setting has new-found logistical barriers, but the principles of great teaching remain unchanged. Our recent review of the evidence on 'Special Educational Needs in Mainstream Schools' found strong evidence that explicit instruction, scaffolding, flexible grouping and cognitive and meta-cognitive strategies are key components of high-quality teaching and learning for pupils.</p>	1, 2, & 3
<p><i>A consistent approach to marking and feedback, including the use of instant verbal feedback, flash marking and the use of A,</i></p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on task, subject and some self-regulation strategies; it provides</p>	1, 2 & 3

B, C – Adult for extra support, Buddy support/coaching for corrections and Challenge Questions.	specific information on how to improve. EEF.	
<i>Pastoral Manager</i>	EEF Guide to supporting school planning - It is clear that planning to continue to support families and sensitive communication with parents and carers will prove vital.	4 & 5
<i>Reinforcement of the Growth Mindset Approach has been implemented and is continuing to develop throughout school.</i> <i>Implementation of Zones of Regulation and THRIVE assessments completed.</i>	Evidence gathered through Zones of Regulation and pupil voice indicates that strategies such as Growth Mindset and the use of the 5Bs (behaviour, brain, bits and bobs, buddy, boss) are helping to build resilience and self-regulation for PP children.	5
<i>A carousel of reading activities for all of KS2 including:</i> <ul style="list-style-type: none"> • <i>VIPERS reading comprehension task weekly, with focus on specific comprehension skills.</i> • <i>Daily reading for PP, including first 20%.</i> • <i>Reciprocal reading and Echo reading groups delivered by trained staff.</i> • <i>DEAR (Drop Everything and Read on a Friday).</i> • <i>Y5 Reading Champions.</i> 	Reading comprehension strategies are high impact on average (<i>6+ months</i>). Alongside phonics, it is a crucial component of early reading instruction. EEF.	1
<i>Systematic teaching of PSHE through the Jigsaw programme by class teachers to ensure children’s mental health and wellbeing, as well as the whole child, is placed at the centre of teaching and learning.</i> <i>Whole class teaching of Zones of Regulation</i>	The EEF cites that children make 4 months’ additional progress through the use of social and emotional learning programmes. As a school, we use PSHE and RSE sessions, assemblies and other targeted approaches to supplement whole class teaching.	5

<i>activities to increase resilience, self-regulation and emotional well-being.</i>		
<i>Annual licences for Learning by Questions (LbQ) for Y6, Reading Plus (rolling out to lower Key Stage 2 from January 2025), Spelling Shed, TT Rockstars, Purple Mash, Dyslexia Gold, etc.</i>	Overall, studies investigating the use of digital technology find that it is associated with moderate learning gains of, on average, an additional 4 months' progress over the course of a year. Evidence suggests that technology should be used to supplement rather than replace, other teaching activities and interactions (EEF).	1, 2 & 3
<i>Testbase assessments increase the accuracy of assessments, hence enabling a diagnostic approach to improving achievement.</i>	As a school we have been able to measure the progress of children much more effectively and accurately through the use of structured assessments as this provides a high level of consistency when assessing and allows diagnostic assessment of understanding, which is cited as an important factor in supporting children's learning by the EEF.	1, 2 & 3

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

Budgeted cost: **£17,440**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additional school based 1:1 reading aimed at providing reading opportunities for children in Y5 and Y6 who are not making expected progress through the use of Reading Plus.</i>	The EEF suggests that reading comprehension can be improved by teaching pupils' specific strategies to check how well they comprehend, and to improve comprehension in sections of text that present difficulties. This can be achieved effectively through 1:1 reading as specific gaps in understanding can be easily pinpointed.	1
<i>1:1 reading opportunity aimed at promoting reading for pleasure for PP children across the school for the first 20% (visiting Reading Mentors and Y5 Reading Champions).</i>	Research around the performance of Pupil Premium children by the Literacy Trust has shown that children from disadvantaged backgrounds are less likely to read frequently outside school than their peers. They are also less likely to have books of their own and to read a broad range of materials, including books, magazines and emails.	1

<i>Reading Reward (children read 5 times a week for 10 weeks) used to provide books as prizes (started September 2021 – engagement has increased each year).</i>	These strategies are also designed to promote reading for pleasure and the enjoyment of reading.	
<i>Teaching Assistants (TA) and Learning Supervisors to support teaching and learning.</i>	EEF Guide to supporting school planning - Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	1,2,3 & 5
<i>Targeted intervention, using the Zones of Regulation, 5-point scale, THRIVE activities, Lego Play and Sand Play for those with additional needs and SEMH.</i>	The EEF cites that children make 4 months' additional progress through the use of social and emotional learning programmes.	5

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

Budgeted cost: **£21,945**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Support is provided in a timely manner by the Pastoral Manager through Early Help and close working partnerships with families. Attendance is addressed through the One Family Approach, Early Help arena and using the ATTEND Framework.</i>	Children who need help and protection require support as soon as any need is identified in order to prevent further problems arising and to provide the appropriate support and signposting that families need. The ATTEND Framework (DfE).	4 & 5
<i>TA / Learning Supervisor support for focus/targeted groups in class.</i>	EEF Guide to supporting school planning - Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement.	1,2,3 & 5

<i>Dyslexia Gold Screener.</i>	EEF Improving Literacy in KS2 Recommendation 2 - Prioritise understanding pupils' current capabilities and teaching accordingly. Most pupils benefit from an emphasis on reading fluency in Key Stage 2 but some may continue to need support with foundational reading capabilities such as decoding.	1 & 2
<i>Counselling and 1:1 support to address specific difficulties with emotional wellbeing, behaviour and mental health through the use of specialist counselling to support specific individual needs.</i>	Whilst there is limited evidence currently around 1:1 support and approaches, a recent meta-analysis suggested that programmes aimed at promoting pupils' resilience and well-being could have a significant impact on academic achievement. Mindala Therapy counselling sessions for PP children who need additional specialist support.	5
<i>The HIVE is an indoor classroom led by a non-class-based TA allocated specifically to supporting vulnerable/disadvantaged children at unstructured times, such as lunchtimes and playtimes.</i>	EEF studies cite that while mentoring appears to have a small positive impact on academic outcomes, some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	5
<i>Headteacher presence at lunchtimes to support with pastoral issues and promotion of well-being.</i>	The EEF cite that both targeted interventions and universal approaches to managing behaviour have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. As a school we deem relationships to be crucial in managing behaviour sustainably and as such, have a presence around school at all times in order to build relationships with all children.	5
<i>To provide a range of enrichment opportunities to support children's holistic development and emotional well-being through the use of extra-curricular clubs, visits, visitors and residential visit</i>	Research by the EEF has shown that behavioural and social/emotional interventions can make moderate improvements in academic performance, along with a decrease in problematic behaviours. Targeted approaches to building SEL have greater impact than whole class approaches and should be used in conjunction with	1, 2, 3, 4 & 5

<i>(in Y6) to assist with raising aspirations.</i>	whole school approaches to have greatest impact.	
<i>Subscriptions (LbQ, TT Rockstars, Spelling Shed, WRM, Reading Plus, Dyslexia Gold, Testbase, etc).</i>	EEF Digital Technology Summary - Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom.	1, 2 & 3
<i>Fiction and non-fiction reading books, Reading Reward books, author of the half term collections, Maths resources, etc.</i>	EEF Improving Literacy in KS2 - Fluent reading supports comprehension because pupils' cognitive resources can be redirected from focusing on word recognition to comprehending the text.	1 & 3

Total budgeted cost: £82,440

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.

Desired outcomes:

<i>Desired outcomes and how they will be measured:</i>	<i>Success criteria:</i>	<i>Impact:</i>
<i>To narrow the gap for PP and disadvantaged children in reading attainment through a focus on comprehension and language development.</i>	<ul style="list-style-type: none"> • High Quality Teaching. English support strategies linked to reading, phonics and language development. • Improved teacher assessment for PP children to enable the gap between PP and non-pupil premium children to be narrowed. • Greater percentage of PP will achieve at least ARE in reading by the end of Y6. • A greater percentage of children will make accelerated progress in reading for all year groups. • Dyslexia Gold data will demonstrate that all pupils are making progress and the gap between PP and non-PP has narrowed. • Reading Plus data will demonstrate that all pupils are making progress and the gap between PP and non-PP has narrowed. 	<ul style="list-style-type: none"> • School has fidelity to Little Wandle Phonics and Collins Big Cat books, an approved scheme, and this is also the scheme used by LFJS's main feeder infant school. • Reading Plus has had a positive impact on reading in upper KS2. There has been an increase in boys accessing this resource. • Whole School Reading Data – End of Summer Term 2024 <p><i>See above</i></p> <p><i>The reading gap between PP and non-PP has narrowed.</i></p> <ul style="list-style-type: none"> • Reading ages are closely monitored through Dyslexia Gold. All pupils SEN-D and PP have made at least three months progress in six months with many more making 6 months to 17 months.
<i>To narrow the gap for PP and disadvantaged children in writing and GPS attainment through a focus on rich and varied language development and improved strategies in spelling.</i>	<ul style="list-style-type: none"> • High Quality Teaching. English support strategies linked to writing, phonics, spelling and language development. • Demonstrate that all pupils are making progress and the gap between PP and non-PP has narrowed. 	<ul style="list-style-type: none"> • Whole School Writing Data – End of Summer Term 2024 <p><i>See above</i></p> <p><i>The writing gap between PP and non-PP has narrowed.</i></p> <ul style="list-style-type: none"> • Whole School GPS Data – End of Summer Term 2024

	<ul style="list-style-type: none"> • Improvements in teacher assessment for GPS for PP children to enable the gap between PP and non-pupil premium children to be narrowed. • Jane Considine ‘The Write Stuff’ training will have a positive impact on the teaching of writing across school. LFJS Writing Overview reviewed in light of the training. • Local Authority Writing Criteria has been implemented. • Greater percentage of PP will achieve at least ARE in writing by the end of Y6. • A greater percentage of children will make accelerated progress in writing and spelling for all year groups. • Greater engagement with Spelling Shed at home and in school, particularly by PP children. • Dyslexia Gold data for spelling will demonstrate that all pupils have made progress and the gap between PP and non-PP has narrowed. 	<ul style="list-style-type: none"> • Spelling ages are closely monitored through Dyslexia Gold. All pupils SEN-D and PP have made at least three months’ progress in six months with many more making 6 months to 17 months. • Greater emphasis is to be placed on spelling this year using Spelling Shed, with all year groups using this resource to test on a Friday. • The use of blue/purple pens for corrections, editing and polishing is having a positive impact on writing. • Pupils use of editing strips to improve their writing.
<p><i>To narrow the gap for disadvantaged children in Maths and multiplication recall through a focus on the development of reasoning.</i></p>	<ul style="list-style-type: none"> • High Quality Teaching. Maths support strategies linked to tables, use of Bar modelling and the use of STEM sentences to support reasoning. • White Rose Maths (WRM) scores improved for PP children to enable the gap between PP and non-pupil premium children to be narrowed. • Greater percentage of PP will achieve at least ARE in maths by the end of Y6. 	<ul style="list-style-type: none"> • Whole School Maths Data – End of Summer Term 2024 <i>See above</i> • <i>The Maths gap between PP and non-PP has narrowed but there is significant work to be completed as a whole school area of development.</i> • After-school club well attended by PP children following invitations sent out to target specific children.

	<ul style="list-style-type: none"> • A greater percentage of children will make accelerated progress in maths for all year groups. • Targeted after school club will raise attainment in multiplication tables specifically for Y4 children. • Targeted Maths tuition for Y6 PP children to raise attainment in maths, diminishing gaps through 1:3 or 1:1 tuition National Tutoring Programme (NTP). 	
<p><i>To improve attendance and punctuality for a greater number of disadvantaged children.</i></p>	<ul style="list-style-type: none"> • Use of Pastoral Manager to work with parents and families to improve attendance and punctuality through Early Help and action planning. • Breakfast and Books Club – free for PP children will support improvements in attendance and punctuality. • School participation in the National Schools Breakfast Programme will provide all children including PP with a bagel every day. 	<ul style="list-style-type: none"> • The attendance gap between PP and non-PP children has improved. <p><i>See above</i></p> <ul style="list-style-type: none"> • School continues to target persistent absence using a variety of strategies. • Strategies include attendance phone calls, text messages for late arrivals, home visits, first letters, yellow letter, attendance meetings, Early Helps, Child in Need meetings, etc. • Reward strategies include weekly class attendance certificates, trophy, termly 100% certificates, annual 100% attendance certificates and badges, etc.
<p><i>To improve emotional well-being of all children including our most vulnerable and those with low self-esteem lack of resilience and low aspiration through a pastoral approach.</i></p>	<ul style="list-style-type: none"> • JIGSAW package and pastoral interventions for SEMH children. • Zones of Regulation activities will improve resilience, self-regulation and foster positive attitudes to learning. • Pupil voice will demonstrate that children’s resilience to learning has increased since 2021/22. • Pupil voice will demonstrate that a greater percentage of children are using Growth Mindset as a strategy for 	<ul style="list-style-type: none"> • JIGSAW is being used consistently across school and is delivered by teachers. • Interventions include: nurture activities, enrichment activities, sensory circuits, 5-point scale, Sand Play, Lego Therapy, etc. • Zones of Regulation were introduced since September 2022 to replace REST and are now embedded across school. • Growth Mindset and the use of the 5Bs have contributed positively to attitudes to learning and the development of

	<p>supporting their resilience in their learning.</p> <ul style="list-style-type: none"> • Whole school focus on fostering positive growth mindsets through classroom displays and celebration assemblies. • Use of funding to include PP children in wider aspects of school curriculum. • Visits or visitors into school at least one per year group per term. • After school clubs targeting PP and disadvantaged children. 	<p>resilience and independence. Displays are consistent in every classroom.</p> <ul style="list-style-type: none"> • After school clubs are varied every term to attract more PP children. School Council contribute to the decisions made on which clubs are offered through the use of the Suggestion Box in the hall, which is accessible to all children. • Visits and visitors are subsidised through PP funding. • The residential visit to Cliffe House, Huddersfield is heavily subsidised by PP funding. In April 2024 37/37 pupils went and in October 2024 23/29 pupils went. This has now become an annual event to LFJS' calendar.
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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
Spelling/Maths/Literacy Shed Plus	Ed Shed and Literacy Shed Plus
WRM	White Rose Maths
Reading Plus	Reading Solutions
Dyslexia Gold	Literacy Gold
Purple Mash	Purple Mash
Jigsaw PSHE	Jigsaw
Learning by Questions (LbQ)	Learning by Questions
Zones of Regulation	Zones of Regulation
Little Wandle Phonics	Wandle Learning Partnership
Testbase	Testbase
THRIVE	Thriveapproach.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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a

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.

Report completed by Miss S Thomas, December 2024