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	Newquay Junior Academy			
Number of pupils in school	493			
Proportion (%) of pupil premium eligible pupils	20.69%			
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022 2022-2023			
	2023-2024 current year			
Date this statement was published	19 th September 2023			
Date on which it will be reviewed	September 2024			
Statement authorised by	Craig Hayes			
Pupil premium lead	Lisa Mann			
Governor / Trustee lead	Matt Williams			

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,701
Recovery premium funding allocation this academic year	£12,051
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£O
Total budget for this academic year	£163,752
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	

Part A: Pupil premium strategy plan

Statement of intent

We use the Pupil Premium Grant to fund three main activity types:

1. Support

- 2. Intervention
- 3. Enrichment

Support

- Upon entry, we use qualitative and quantitative data to set aspirational targets for our pupils.
- In order to support the social and emotional needs of our pupils, we contribute to the Educational Psychologist, Child Protection Lead, Speech and Language Therapist, counsellor and Educational Welfare Officer who work across Cornwall Education Learning Trust.
- Investment in a Parent Support Advisor to provide additional support for parents and break down any barriers to engagement.

Intervention

- Staff are aware of disadvantaged pupils and their progress is tracked termly and appropriate interventions are put in place to mitigate underachievement.
- A rigorous staff appraisal system involves analysis and discussion of the achievement and attainment of our pupils.
- We invest in both additional Senior Learning Support assistants and Learning Support assistants to ensure individuals are able to make at least expected progress and the most-able are challenged to achieve their potential.
- We invest in a wide range of Continuing Professional Development for teachers including high quality training, rigorous monitoring and judicious deployment of Learning Support Assistants, to ensure high quality teaching for all. There is an emphasis on engagement and effective oral and written feedback to promote progress.

Enrichment

- We offer before and after school clubs which provide enrichment activities.
- We subsidise after school provision for disadvantaged groups.
- Trips are offered and subsidised throughout the year.

In addition to the above, we provide financial assistance for uniform and food parcels for families that need it.

Challenges

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

Challenge number	Detail of challenge
1	We will ensure that the attendance of our disadvantaged is the same or higher than non-disadvantaged pupils. We are aiming for 97% attendance.
2	We will ensure that our disadvantaged pupils are making progress in reading, writing and mathematics that is the same as or higher than non-disadvantaged pupils.
3	We will ensure that our disadvantaged pupils have the same rich and varied experiences as non-disadvantaged pupils so that their knowledge of the world and vocabulary acquisition is improved.
4	We will ensure that we support the families of our disadvantaged pupils so that consistent approaches to learning and behaviour management are used in the academy and in the home.

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
We will ensure that the attendance of our disadvantaged pupils is the same or higher than non-disadvantaged pupils. We are aiming for 97% attendance.	 We will measure this intended outcome by: Ensuring all staff analyse weekly, termly and yearly attendance information, both at an academy level, trust level and national level so that interventions can be put in place quickly.
We will ensure that our disadvantaged pupils are making progress in reading, writing and mathematics that is the same as or higher than non-disadvantaged pupils.	 We will measure this intended outcome by: Ensuring that staff use INSIGHT to analyse termly assessment information, both at an academy level, trust level and national level so that interventions can be put in place for those pupils who fall behind so that they keep up.
We will ensure that our disadvantaged pupils have the same rich and varied experiences as non-disadvantaged pupils so that their knowledge of the world and vocabulary acquisition is improved.	 We will measure this intended outcome by: Ensuring that staff use INSIGHT to analyse termly assessment information, both at an academy level, trust level and national level so that the percentage of disadvantaged pupils achieving the expected standard in reading and writing is greater than or equal to the

	percentage of non-disadvantaged pupils.
We will ensure that we support the families of our disadvantaged pupils so that consistent approaches to learning and behaviour management are used in the academy and in the home.	 We will measure this intended outcome by: Using assessment information in INSIGHT to ensure that the percentage of disadvantaged pupils achieving the expected standard in reading, writing and mathematics is greater than or equal to the percentage of non-disadvantaged pupils. Using CPOMS to monitor the number of behaviour incidents relating to disadvantaged pupils. We will be successful if the number of behaviour incidents for disadvantaged pupils decreases.

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: £ 89,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The class teacher and learning support will provide one to one and group support during lessons and during the academy day to ensure disadvantaged pupils make accelerated progress.	 Sutton Trust learning reviews. This approach has been successful in other academies in the trust. Teacher's planning. INSIGHT assessment information 	2 and 3
 Employ two Senior Learning Supports to: Provide opportunities for pupils to reflect on teachers' feedback and whether this is leading to sustained improvement. Support pupils with their social and emotional development 	 Sutton Trust learning reviews Teacher's planning INSIGHT assessment information 	2 and 3
 Employ four Senior Learning Supports, one for each year group to: Provide one to one and group support during mathematics and English lessons and at the beginning and end of the academy day to ensure disadvantaged pupils make accelerated progress 	 Sutton Trust learning reviews Teacher's planning INSIGHT assessment information 	2 and 3
Improve the use of regular summative and formative assessment by all staff to identify gaps in learning and inform future planning, teaching and deployment of staff	 INSIGHT assessment information Provision map small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils. 	1 and 2
Employ a learning outside the classroom specialist to implement and deliver additional enrichment projects to support core English and	 INSIGHT assessment information Provision map small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils. This will 	1, 2, 3 and 4

 mathematics skills and improve confidence and self-esteem: Beach school Increased learning outside the classroom opportunities Forest school 	 include targeted outdoor learning to promote practical applications of English and mathematics skills Our website, social media and learning journals will show evidence of raising aspirations days and events 	
 All staff to receive performance management targets that link to: Improving the attainment and achievement of disadvantaged pupils (70% expected and 30% greater depth across each year group in the first year) 	 INSIGHT assessment information Provision map small steps planning tool that identifies the barriers to learning and strategies to improve learning outcomes for disadvantaged pupils. Performance management documents which details meetings with the leadership team on a weekly/termly basis to analyse attendance and attainment/achievement information. Attendance analysis information and case studies 	1, 2 and 3
Work alongside other academies in CELT to support and train our pupil premium workforce, sharing good practice across the academy trusts, to participate in Closing the Gap CELT strategy.	 CELT strategic aims Staff meeting agendas Attendance at CELT CPD events Improved staff knowledge 	1, 2, 3 and 4

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

Budgeted cost: £ 44,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
The class teacher and learning supports will use: Read, Write, Inc Writing interventions Mathematics interventions Spelling interventions ICT resources to support the above: IDL Spelling Shed My Maths Accelerated Reader Big Maths Clicker Tapestry TTRS Senior learning support staff and class learning support staff to	 Evidence in literacy, maths books, Learning Journals and on See-Saw. INSIGHT assessment information. Provision mapping data INSIGHT assessment information. Provision mapping data 	2 and 3 2 and 3
facilitate interventions and provide group or 1:1 support. Employ a learning outside the classroom specialist to implement and deliver additional enrichment projects to support core English and mathematics skills and improve confidence and self- esteem	 INSIGHT assessment information. Provision mapping data 	2 and 3

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

Budgeted cost: £30,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parent Support Advisor, CELT to employ Education Welfare Officer and Assistant SENDCO to support the families of disadvantaged pupils, to improve their attendance and parent engagement	 Weekly attendance information CPOMS reports 	1 and 4
Purchase software licence CPOMs to provide an intuitive system for monitoring child protection, safeguarding, pastoral and welfare issues.	CPOMS reports	1 and 4
Purchase software licence for INSIGHT for use of regular summative and formative assessment and Provision Map so that staff can record all of the 'additional from and different to' interventions that are being delivered to pupils and monitor the effectiveness of the interventions.	 Teacher's planning INSIGHT assessment information. Provision mapping data 	2 and 3
Additional enrichment projects to support the development of core literacy and numeracy knowledge and skills and improve self-esteem: Creative club Class trips Residentials Sporting events Breakfast club After school club	 Attendance at the enrichment projects INSIGHT assessment information Website/social media/learning journals 	2 and 3
 All staff to receive a performance management target linked to: Improving the attainment and achievement of disadvantaged pu- pils (70% expected and 30% greater depth across each year group in the first year). 	 Performance management records INSIGHT assessment information. Provision mapping data 	2 and 3
Work alongside other academies in CELT to support and train our pupil premium work force, sharing good practice across the trust and participate in the Closing the Gap CELT strategy.	 Attendance at CELT CPD events Improved staff knowledge 	1

Total budgeted cost: £163,752

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.

Data Highlights (comparison year on year) - how is the funding making a difference?

The information for 2022, 2019, 2018 and 2017 is taken from our published end of Key Stage 2 SATs tests.

The information for 2020 and 2021 is taken from our internal teacher assessment information due to the Government's decision to not implement end of Key Stage 2 SATs due to COVID 19.

2023 KS2 Assessments: Percentage of children reaching the					Combined						
expected standard	Reading	Writing	GPS	Mathematics	RWM	2022 KS2 Assessments: Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Combine RWM
National	73%	71%	72%	73%	59%						
National Non PP	78%	77%	78%	79%	66%	National	74%	69%	72%	71%	59%
National PP	60%	58%	59%	59%	44%	National Non PP	80%	75%	78%	78%	65%
School all pupils	74%	81%	74%	83%	69%	National PP	62%	55%	59%	56%	43%
School Non PP	78%	83%	76%	87%	69%	School all pupils	77%	88%	69%	76%	65%
School PP	56%	70%	65%	65%	57%	School Nan PP	79%	91%	73%	79%	67%
Difference (School PP to National Non PP)	-22	-7%	-13	-14	-9	School_PP	65%	70%	50%	60%	50%
						Difference (School PP to National Non PP)	-15	-5	-28	-18	-15
2023 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM						
National	29%	12%	30%	23%	7%	2022 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combin RWIV
National Non PP	34%	16%	35%	29%	10%	National	28%	13%	28%	22%	7%
National PP	17%	7%	18%	13%	3%	National Non. PP	32%	16%	33%	27%	9%
School all pupils	35%	19%	29%	35%	13%	National PP	17%	6%	17%	12%	3%
School Non PP	37%	20%	32%	39%	16%	School all pupils	38%	26%	27%	32%	179
School PP	26%	13%	17%	17%	0%	School Non PP	40%	29%	17%	34%	189
Difference (School PP to National Non PP)	-8	-3	-18	-12	-10	School PP	30%	15%	30%	20%	10%
						Difference (School PP to National Non PP*)	-2		-3	-7	
						Difference (School PP to National Nnn PP")	-2	-1	-3	-/	+1
21 KS2 Teacher Assessments: Percentage of children aching the expected standard	Reading	Writing	GPS	Mathematics	Combined RWM	2020 K92 teacher assessments (March 2020): Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Comb RW
stional						National					
itional Non PP						National Non.PP					
ational PP						National PP					
hool all pupils	85%	82%	90%	88%	77%	School all pupils	75%	81%	79%	78%	65
hool Non PP	89%	84%	92%	91%	80%	School Non PP	82%	84%	84%	83%	75
thool PP	61%	72%	84%	78%	66%	School PP	48%	56%	59%	59%	30
fference (School PP to National Non PP)							4070	0014	3314	0074	30
						Difference (School PP to National Non PP)					
21 KS2 Teacher Assessments: Percentage of children aching the higher standard	Reading	Writing	GPS	Mathematics	Combined RVM	Difference (School PP to National Non.PP) 2020 KS2 teacher assessments (March 2020): Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Comb
21 KS2 Teacher Assessments: Percentage of children aching the higher standard	Reading	Writing	GPS	Mathematics	Combined RVM	Difference (School PP to National Non.PP) 2020 KS2 teacher assessments (March 2020): Percentage of chaloen reaching the higher standard National	Reading	Writing	GPS	Mathematics	Comb
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21 K32 Teacher Assessments: Percentage of children Inching the higher standard fitional Kon EP fitional Ron EP fitional PP Roll Assessments: Percentage of children reaching the of Appendix Standard PK02 Assessments: Percentage of children reaching the Internet (School PP to National Kon EP') PK02 Assessments: Percentage of children reaching the of appendix photon of PP PK02 Assessments: Percentage of children reaching the er standard PK02 Assessments: Percentage of children reaching the er standard PK02 Assessments: Percentage of children reaching the er standard	35% 38% 25% 25% 73% 73% 62% 62% 62% 62% 62% 63% 79% 43%	21% 22% 16% 83% 83% 83% 83% 83% 83% 83% 83% 83% 11% 20% 20% 11% 10%	43% 46% 28% 28% 78% 83% 67% 74% 66% 66% -17 099 30% 41% 24% 17%	36% 30% 25% 25% 25% 40% 40% 40% 40% 41%	RVMA	Difference (School PP to National Non PP) 2020 K52 teacher assessments (March 2020): Percentage of children reaching the higher's standard National National Non PP School af pupits School af pupits School PP to National Non PP? National Non PP School PP to National Non PP? National Non PP School Rep Difference (School PP to National Non PP?) P School Rep National Non PP School Rep National Non PP School RP Difference (School PP to National Non PP) School RP Difference (School PP to National Non PP) School RP Difference (School PP to National Non PP) School RP National Non PP National Ron PP National Ron PP National Ron PP School RP National Ron PP School RP National PP	22% 30% 11% Reading 75% 80% 64% 01% 64% 01% 80% 64% 01% 80% 18 Reading 22% 33% 31%	13% 15% 4% 4% 72% 83% 67% 80% 97% 97% 97% 97% 97% 97% 20% 20% 20% 24% 10%	32% 32% 38% 39% 60% 72% 60% 60% 72% 66% 72% 66% 72% 66% 72% 32% 60% 32% 60% 34% 32%	24% 24% 27% 11% 11% 41% 41% 45% 45% 45% 45% 45% 45% 45% 45% 45% 45	Combined of the second of the

2017 KS2 Assessments: Percentage of children reaching the expected standard	Reading	Writing	GPS	Mathematics	Combined RWM
National	71%	76%	77%	75%	61%
National Non PP	77%	81%	82%	80%	67%
School all pupils	65%	74%	65%	71%	55%
School Non PP	71%	76%	69%	75%	59%
School PP	55%	68%	57%	64%	48%
Difference (School PP to National Non PP)	-22	-13	-25	-16	-19
Difference (School PP to Mational Non PP)	-22	-13	-20	-10	-19
Dimenence (School PP to National Non PP)	-22	-13	-20	-16	-19
2017 K32 Assessments: Percentage of children reaching the higher standard	Reading	Writing	-25 GPS	-16 Mathematics	
2017 KS2 Assessments: Percentage of children reaching the					Combined
2017 KS2 Assessments: Percentage of children reaching the higher standard	Reading	Writing	GPS	Mathematics	Combined RWM
2017 KS2 Assessments: Percentage of children reaching the higher standard National	Reading 25%	Writing 18%	GPS 31%	Mathematics	Combine RWM 9%
2017 KS2 Assessments: Percentage of children reaching the higher standard National National Non.P2	Reading 25% 29%	Writing 18% 21%	GPS 31% 36%	Mathematics	Combine RWM 9% 11%
2017 KS2 Assessments: Percentage of children reaching the higher standard National National Mon PP School all pupils	Reading 25% 29% 18%	Writing 18% 21% 12%	GPS 31% 36% 18%	Mathematics 23% 27% 15%	Combine RWM 9% 11% 4%

Evaluative statement:

- 2021 assessment information is based on end of Key Stage 2 teacher assessments. This is due to COVID 19 and the removal of end of Key Stage 2 SATs by the Government. National assessment information is not available for this year.
- 2022 assessment information is based on end of key Stage 2 SATs.
- 2023 assessment information is based on end of key Stage 2 SATs.
- In 2023, the percentage of pupils in receipt of pupil premium funding reaching the expected standard at Newquay Junior Academy for writing, GPS, maths and combined, continued to remain above the percentage of national pupils in receipt of the pupil premium funding reaching the expected standard.
- In 2023, the percentage of pupils in receipt of pupil premium funding reaching the higher standard at Newquay Junior Academy for reading, writing and maths continued to remain above the percentage of national pupils in receipt of the pupil premium funding reaching the higher standard.
- Comparing 2022 to 2023 assessment information, the gap between the percentage of pupils in receipt of pupil premium at Newquay junior Academy achieving the expected standard in the combined subjects (reading, writing and maths) and the national pupils not in receipt of the pupil premium funding closed from -15% (2022) to -9% (2023).
- However, the gap between the percentage of pupils in receipt of pupil premium funding reaching the expected standard at Newquay Junior Academy for reading compared to the percentage of pupils not in receipt of pupil premium funding reaching the expected standard for reading nationally did not close.
- Also, the gap between the percentage of pupils in receipt of pupil premium funding reaching the higher standard at Newquay Junior Academy for reading, writing, maths and combined compared to the percentage of pupils not in receipt of pupil premium funding reaching the expected standard for reading, writing maths and combined nationally widened.

41	tendan	се									
1	Newquay Jur	nior Ac	adem	Abse	ence A	nalysis	###	22/23			
2	#############							,			
3							0	all Absenc	_		
4		Col	hort	Year 3	Year 4	Year 5	Year 6	Whole School	School (20/21)	School (19/20)*	National (18/19)
6	All Students	530		3.9%	4.8%	4.9%	5.9%	4.9%	3.7%	4.6%	3.9%
7	Male	257	48%	4.0%	4.7%	5.4%	6.6%	5.1%	4.4%	5.1%	4.0%
8	Female	273	52%	3.8%	4.9%	4.3%	5.4%	4.7%	3.0%	4.2%	3.8%
9	GENDER GAP			-0.1%	0.2%	-1.1%	-1.2%	-0.5%	-1.3%	-0.9%	-0.2%
10	Pupil Premium	120	23%	5.7%	6.9%	7.5%	7.3%	6.9%	7.1%	7.0%	5.4%
11	Not PP	410	77%	3.4%	4.2%	4.2%	5.4%	4.3%	2.9%	4.0%	3.4%
12	PP GAP			2.3%	2.7%	3.3%	1.9%	2.6%	4.2%	3.0%	2.0%
13	SEN Support	80	15%	5.7%	4.6%	8.3%	7.2%	6.6%	5.0%	6.3%	5.3%
14	SEN EHCP	14	3%	4.3%	3.3%	2.3%	3.1%	3.2%	7.2%	13.0%	7.0%
15											
16							1	ent Abser	School	School	National
17		Col	hort	Year 3	Year 4	Year 5	Year 6	School	(20/21)*	(19/20)*	(18/19)
18	All Students	530		8.5%	11.7%	11.0%	16.5%	11.9%	7.9%	10.8%	8.4%
19	Male	257	48%	8.8%	13.6%	12.5%	16.0%	12.5%	10.1%	10.9%	8,6%
20	Female	273	52%	8.2%	10.1%	9.1%	16.9%	11.4%	5.7%	10.8%	8.1%
21	GENDER GAP			-0.6%	-3.4%	-3.4%	0.9%	-1.1%	-4.4%	-0.1%	-0.5%
22	Pupil Premium	120	23%	14.3%	25.0%	30.3%	29.0%	25.0%	24.3%	20.6%	15.7%
23	Not PP	410	77%	6.9%	8.0%	5.3%	12.5%	8.0%	3.7%	8,4%	5.8%
24	PP GAP			7.4%	17.0%	25.0%	16.5%	17.0%	20.6%	12.2%	9.9%
25	SEN Support	80	15%	12.5%	5.0%	30.0%	25.0%	18.8%	12.7%	21.3%	14.0%
26	SEN EHCP	14	3%	33.3%	0.0%	0.0%	0.0%	7.1%	17.6%	18.2%	19.8%

Evaluative statement (2017 - 2018, 2018 - 2019, 2019 - 2020, 2020 - 2021, 2021 - 2022 and 2022-2023). The table below shows the increase or decrease from the previous year.

	2017 - 2018	2018 - 2019	2019 -2020	2020-2021	2021-2022	2022-2023
Pupil premium attendance	94.1% (+1.1%)	94.8% (+0.7%)	92.9% (-1.7%)	93.2% (+0.3%)	92.5% (-0.7%)	93.1% (+0.6)
Pupil premium persistent	13.4% (+9.2%)	12.3% (+1.1%)	19.2% (-6.9%)	22.6% (-3.4%)	22.4% (+0.2)	25.0% (-2.6%)
absence						

Newquay Junior Academy recognises that absence rates for those in receipt of the pupil premium funding have improved from the 2021-2022 by 0.6%. However, we also recognise that persistent absence rates for those in receipt of the pupil premium funding have declined from the 2021 – 2022 academic year by -2.6%.

Newquay Junior Academy experienced a high level of sickness and absence during the later part of the Autumn Term in 2022-2023 academic year due to COVID-19 and Scarlett Fever which has had a significant impact on our attendance and persistent absence information.

Externally provided programmes

Programme	Provider
• IDL	IDL/Ascentis
Spelling Shed	Education Shed
My Maths	Oxford University Press

Big Maths	Andrell
Clicker	Crick Software Ltd
Tapestry	The Foundation Stage Forum
Seesaw	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	