



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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------------------------|
| School name | Flax Hill Junior Academy |
| Number of pupils in school | 311 |
| Proportion (%) of pupil premium eligible pupils | 29% |
| Academic year / years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2022/2023; 2023/2024; 2024/2025 |
| Date this statement was published | 31.12.2024 |
| Date on which it will be reviewed | December 2025 |
| Statement authorised by | R Lane |
| Pupil premium lead | P Williams |
| Governor / Trustee lead | S Boden |

Funding overview

| Detail | Amount |
|---|----------------------------------|
| Pupil premium funding allocation this academic year | £133,200.00 based on 90 children |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | Accounts not yet finalised |
| 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 | £1,349,361.96 311 pupils |

Part A: Pupil premium strategy plan

Statement of intent

At Flax Hill Junior Academy, we have high aspirations and ambitions for our children and we believe that all learners should be able to reach their full potential. There can be a number of barriers for pupil premium children and we understand that one size does not fit all. Teaching staff are involved in the analysis of data and identification of pupils needs, so that they are fully aware of the strengths and weaknesses across the school.

Furthermore, it is our intention, at Flax Hill, to ensure that all pupils, regardless of their background or the challenges they are presented with, make good progress and achieve across all curriculum areas. As a result, one of the focuses of our pupil premium strategy is to support disadvantaged pupils in attaining that progress, including those pupils who are already above Age Related Expectations.

Based on research, our Pupil Premium strategy will focus on a small number of priorities, which are based on strong educational evidence ensuring effective implementation. The Pupil Premium strategy will be embedded within a broader strategic implementation cycle.

We aim to narrow the attainment gap between disadvantaged and non-disadvantaged pupils nationally and within internal school data by helping the pupil premium children overcome the barriers they face by providing high quality teaching, support and guidance. In addition to this, we aim to provide the pupils with a rich and varied curriculum which will provide them with opportunities they may otherwise not encounter whilst also supporting their mental well-being.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | Attainment levels below Age Related Expectations and slow progress rates made by pupil premium / disadvantaged children. The children can have gaps and misconceptions and find it difficult to retain / recall prior knowledge. |
| 2 | Low attendance and punctuality issues. |
| 3 | Pupils have limited experiences beyond their home life and immediate community. Social emotional needs. |
| 4 | Complex home and family circumstances; social service involvement. |

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| 5 | Lack of aspiration and self-belief that they can achieve and have high expectations. |
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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 |
|--|---|
| Disadvantaged pupils maintain at least the standard of attainment they achieved at the end of the previous year (Reading, Writing, and Maths). Those who have 'fallen behind' make accelerated progress and meet or exceed prior attainment standards. | Data at the end of the academic year (2024-2025) will show that 95-100% of disadvantaged children have made expected progress from the previous summer. Data at the end of the academic year (2024-2025) will show that 10-20% of disadvantaged pupils will have made accelerated progress. |
| Disadvantaged pupils are supported to find a love for reading. | Children are choosing to read. The school offers a wide and varied selection of books to the pupils. Parents are more engaged with reading and encourage their children to read more. Additionally, parents understand better the value of becoming a reader. Children bring in their reading books every day with a further aim being that they achieve a reading age higher than their years by the end of Year 6. |
| Pupils and families with identified social, emotional and health needs are well supported. | The school's safeguarding team supports families and works with their children to alleviate barriers to learning. Reviews of engagement with these families will help determine success. |
| Pupils will have a breadth of experiences that enable them to contextualize their learning. | Highly talented music teacher to provide weekly lessons for all children. Plus, the opportunity for upper KS2 pupils to attend additional brass instrument lessons. All year groups will participate in at least one school trip during the academic year. Pupil Premium children have access to these trips for free. The wellbeing of children is at the heart of everything we do. Additional special event days will take place, including visitors to inspire the children. Foundation subjects will be deemed equally important as core subjects and pupils will not miss broad, rich learning opportunities. |

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| To increase the attendance and punctuality of disadvantaged pupils, aiming to meet national expectations for attendance / persistence absence. | Disadvantaged pupils will match or exceed national attendance averages for non-disadvantaged pupils. |
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Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £85,982.00 (plus an additional £12,487.00 for educational materials and curriculum enrichment)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Specialist music teacher to provide weekly lessons and additional choir and brass lessons. | Research shows that arts participation has a positive impact on learning and well-being. EEF/arts-participation | 1, 3, 4, 5 |
| Allocation of funds towards the continuing professional development (CPD) for teachers and TAs across the school. | High quality staff CPD is essential to follow EEF principles. If staff are to lead training, they are provided with additional release time. At least good teaching in all classes every day. Gov.uk -spending-the-funding EEF/effective-professional-development | 1 |
| Continued subscription to Star Reader and Star Maths to aid the quick identification of children needing support, as well as using accelerated reader as a reward system to subsequently encourage regular reading. | Accelerated Reader (AR) is a tool for monitoring and managing independent reading practice. A wealth of data is routinely collected about children's reading skills as part of the AR tool. Also, pupils who use AR tend to enjoy reading more, read more often, read a greater variety of fiction texts and think more positively about reading than their peers who do not use AR. https://www.renlearn.co.uk/accelerated-reader/ar-research/ | 1 |
| Embed the school's new English curriculum ('The Write Stuff' developed by Jane Considine) in order to ensure that those pupils | The use of high-quality units of work using language-rich vehicle texts throughout the school. These enrich the teaching of writing, contextualise spelling, grammar | 1, 3, 5 |

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| who are most vulnerable access high quality texts. Thus, impacting on their experiences, in addition to their reading and writing outcomes. | and punctuation and enable children to reach ARE and Greater Depth in writing. https://www.janeconsidine.com/ | |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £12,277.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Class teachers to have the opportunity to deliver quality first interventions to the high focus children, including targeted support for pupil premium children. | Research shows the quality of the teaching in small groups may be as, or more important than, the precise group size. In addition, the average impact of the small group tuition is four additional months' progress, on average, over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition | 1 |
| All teaching staff, including TAs, to receive training in order to further support children's reading and phonics levels. | Extensive evidence has found phonics to have a positive impact overall (+5 months) and it is also an important component in the development of early reading skills. In particular, for those children that are from disadvantaged backgrounds. EEF/phonics https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/School-toolkit/Cognition-and-learning/Cognition-and-learning.aspx | 1 |

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

Budgeted cost: £22,454.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| All year groups will participate in at least one school trip during the academic year. Additional | The well-being of children is integral to their academic achievements and is at the heart of everything we do. EEF/social-and-emotional-learning | 1, 3 |

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| special event days will take place, including visitors to inspire the children. | | |
| Prioritise keeping children safe online. Investment in staff, parents and children, particularly those families that are encountering difficulties. Focus on how best to react as and when incidents arise through the execution of multiple initiatives which help to reduce risks, including educational resources and online safety courses for all those associated with the school community. | The internet is now an integral part of everyone's lives, including children. Online safety and education is extremely important in making sure both adults and children feel safe, secure and confident when accessing and engaging with content online. A good relationship with parents and their engagement supports children's learning. EEF/social-and-emotional-learning EEF/parental-engagement | 3, 4 |
| Head Teacher to ensure parents are aware if their child's attendance dips. Working in partnership with local Educational Welfare Officer. Incentives, rewards for improving attendance. | Research shows that poor attendance can negatively impact children's chances of achieving well at school. Gov.uk -spending-the-funding gov.uk/just-one-day-off | 1, 2, 4 |

Total budgeted cost: £133,200.00

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

SATs results from 2023-2024 show that the initiatives deployed had positive outcomes for pupil premium children.

- In reading, the average standardised score of pupil premium children was 100.
- In maths, the average standardised score of pupil premium children was 101.

Key areas of impact:

- Delivery of a broad and balanced curriculum, raising aspirations of pupil premium children through offering opportunities, such as learning a musical instrument.
- Embedding a love of reading in pupil premium children by emphasising its value and putting 'reading at the forefront of the curriculum' (Ofsted Report, November, 2021).
- Whole school staff phonics training to support pupils' phonics development.
- Further development and embedding of approach to writing through the use of language-rich units of work.
- The prioritisation of keeping children safe online. Investment in staff, parents and children, particularly those families that are encountering difficulties.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

| Programme | Provider |
|-------------------------|---|
| Purple Mash | https://www.purplemash.com/sch/flax-b79#/ |
| Times Tables Rock Stars | https://ttrockstars.com/ |
| Language Angels | https://www.languageangels.com/schools/ |
| Jigsaw PSHE | https://www.jigsawpshe.com/home |
| National Online Safety | https://nationalonlinesafety.com/ |
| Sing Up | https://www.singup.org |
| Complete PE | https://www.completepe.com/ |