

Pupil premium strategy statement – Ashley Junior School

This statement details our school’s use of pupil premium (and recovery 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
Number of pupils in school	251
Proportion (%) of pupil premium eligible pupils	76 FSM 2 (1 on current census) Service
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	11.9.23
Date on which it will be reviewed	20.7.24
Statement authorised by	Charlie Bartolomeo
Pupil premium lead	Cathy Pepin
Governor / Trustee lead	Liz Ward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£110,915
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£110,915

Part A: Pupil premium strategy plan

Statement of intent

At Ashley Junior School our core values of Aspiration, Resilience, Respect and Responsibility underpin everything that we do and our intention for all our pupils, irrespective of their background or any additional challenges that they face, is that they will become independent and reflective thinkers with aspirational aims and that they will make good progress and achieve high attainment across all subject areas.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers and ensure that all our pupils are nurtured, challenged and supported throughout their time in our school.

At Ashley Junior School we recognise that emotional resilience and positive mental health are essential for all our pupils and spend a lot of time building this through our trick Box programme and ELSA work. Through this, our pupils learn strategies to build confidence and self-regulate behaviours.

We are also very aware that in order to learn and make good progress pupils need to have high levels of attendance. Consequently our strategy plan has a focus on raising attendance for all, with a particular drive on persistent absenteeism. Identifying the barriers to children attending school and working to find positive solutions. As a part of this we are working closely with parents, recognising their influence and valuing their support and involvement.

Quality first teaching is at the heart of our approach, with a focus on pre-teach and additional support for our disadvantaged pupils in the areas where they require it. We intend that all our learners will leave Ashley with the skills they need to enjoy learning and make good progress across all areas of the wider curriculum. Skillful use of teacher feedback and Learning Support Assistants will ensure that pupils understand what they need to do in order to make progress and that they are supported to do so.

We are aware that as a result of the pandemic and current cost of living crisis many of our pupils, but particularly those who are disadvantaged, may have missed out on the variety of life-enriching opportunities available outside of school. We intend to provide children chances to experience new things and widen their horizons.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of pupil well-being and resilience through interruptions to learning. Social and behavioural issues for a small number of children eligible for PP are having a detrimental effect on their academic progress.
2	Increased number of pupils from disadvantaged backgrounds requiring additional support/ lower attaining
3	Poor attendance – significant number of Persistent Absentees are PP
4	Parental engagement with pupil learning at school and at 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
PP pupils eligible pupils make progress at least as good as that of all children and if starting points were lower they catch up and keep up. (To be measured through data, pupil progress meetings and monitoring of feedback and planning)	Data shows progress and high attainment, work in books indicates good progress is secured.
All pupils will have a range of strategies to promote their mental well-being and resilience.	Language associated with mental health used by children and adults confidently in school. Pupils can use key 'tricks' to handle issues with relationships. Pupils receiving ELSA support develop strategies to manage their behaviour and needs more successfully, demonstrated through case studies and resulting in improved academic achievement and progress.
Increased parent engagement	Parents will be invited to workshops relevant to the needs of their children. E.G. SATs, reading river support, maths mastery. Parents feel listened to and supported as evidenced by parent questionnaire.

Improved attendance- pupil premium eligible pupils attend school as often and are as punctual as other pupils – Arbor attendance data.	Attendance Lead and ELSA support for children and parents. Increased profile of attendance in school. Involvement of outside agencies. Children will attend regularly and on time.
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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: £ 44,418

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Costing towards LSA provision to enable at least one LSA in class for every English and Maths session.</p> <p>Improve the quality of teaching and learning provision for all and PP children.</p> <p>Children are provided targeted inputs based upon accurate AFL</p>	EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant.	2 £40,720
<p>Maths teacher training and support with HIAS Maths advisor</p> <p>Focus on accurate assessment at the beginning and end of units to identify learning gaps for PP pupils and see clearly where progress has been made.</p>	Further develop pedagogy and mathematical skills and knowledge. EEF – improving maths in KS 2 and 3 'Assessment should be used not only to track pupils' learning but also to provide teachers with information about what pupils do and do not know' and 'this should inform the planning of future lessons and the focus of targeted support.'	2 £1594
<p>English lead training and support with HIAS English advisor.</p> <p>Developing the incorporation on spelling into existing</p>	EEF- improving literacy in KS2 Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils' spelling. Explicitly teach spellings and provide	2

learning journeys and focus on the explicit teaching of spelling.	pupils with extensive opportunities to practice them. Alex Quigley – ‘with targeted teaching and structured practice, we can help pupils to better self-regulate their spelling when writing.’	£1594
PP observation and monitoring. Pupil progress and personalised learning plan (PLP) meetings termly)	HT and maths and English lead learning walks/ lesson obs and book scrutiny with PP focus. Track pupil progress and identify gaps early to provide appropriate interventions.	2 £1612
Further development of the Trickbox mental health programme and staff training in using this.	EEF guidance identifies the need to prioritise social and emotional learning to avoid “missed opportunity” to improve children’s outcomes.	1, 3 £210
Staff training on ‘Working with parents to support pupil’s learning’	Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. EEF	4 £300

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

Budgeted cost: £21,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA support with 4 new ELSA trained LSA’s Nurture support group	Children with social and emotional challenges are less able to focus on their learning in school. The social and emotional learning that takes place in school allows children to feel safe, make progress against specific targets and make and sustain academic progress.	1, 2, 3 Elsa delivery £5,951 Nurture delivery £5023
Wave 3 interventions - Catch up		1, 2

<ul style="list-style-type: none"> - Nessy £300 - Beat Dyslexia - Junior language link £275 - ELSA provision - Nurture 	provide high/ very high impact for very low cost.	Nessy £300 JLL £275 Delivery of interventions £8451
Trickbox – the box set parent workshops. Summer term	Parents can further support their child and choose to develop their own skills by joining The Box Set workshops which link specifically to the KS2 programme and keep Parents/carers in the loop with information about the programmes. These programmes are facilitated by Trick Box trained school staff.	1, 2, 3, 4
Access to online interventions and materials <ul style="list-style-type: none"> - Reading plus £1452 - Lexia £2476 - Doodle spell - Doodle maths - Doodle English - Doodle Tables - TTRS 	EEF Homework - Studies involving digital technology typically have greater impact (+ 6 months).	1, 4 £400 R+ £769 Lexia £732 Doodle £54 TTRS
ELSA support for Service children	1: 2 support for service children	

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

Budgeted cost: £ 44,544

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of revision books for Y6 PP pupils		1 £54
Plan and deliver parent workshops pertinent to each year group	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes.	1, 4

Development of well-being lunchtime clubs for vulnerable pupils	Designed to be welcoming and safe, to support pupils in developing relationships with their peers, to develop their self-esteem, and to have a greater understanding of and ability to express their emotions.	1, 3 £3624.40
Enrichment - Sport - Music - Lead learners/ sports leaders - Visits – inc residential	Sutton Trust- It is crucial that the development of these essential life skills should not be reserved for those who can pay. Every young person should have the opportunity to build their confidence, motivation and resilience in ways that will benefit them for life. But more needs to be done so that every state school embeds the development of life skills in their ethos, curriculum and extra-curricular activities.	1, 2, 3, 4 £1263 £1000 £330
Mental Health lead/ home school link worker/ attendance lead.		£ 34,288
Educational Psychologist drop ins and additional days	??	£3983.33

Total budgeted cost: £110,915

Part B: Review of the previous academic year 22-23

Outcomes for disadvantaged pupils

Evaluation		
Action	Outcomes	Lessons Learned
Quality First Teaching	<ul style="list-style-type: none"> Reading standards for all pupils were good. 78% of pp children attained EXS or above which was largely in line with the whole cohort where 81% of pupils were EXS or above. Maths results 57% of pupil premium children attained EXS or above. This was in line with the whole cohort as 58% of all pupils were EXS or above. This was expected based on their performance throughout school. In writing the difference is slightly greater with 52% of pupil premium children attaining EXS or above compared to 62% of the whole cohort. Our combined score was below the 59% national average with 41% of all pupils and only 30% of PP children reaching the standard in all three subjects. This will be a particular focus moving forwards. 	<ul style="list-style-type: none"> <i>Continue pupil conferencing and analyse feedback.</i> <i>Significant emotional difficulties hindered progress. -Moving forward a new behaviour for learning policy has been put into place with a focus on Zones of regulation to support emotionally vulnerable pupils.</i> <i>Maths - This is an area of focus and we are looking in particular at developing memory skills.</i> <i>Writing will also be a focus in order to narrow the gap between pp and non pp and to move all children closer to the national average of 71%</i>
SEMH Provision	<ul style="list-style-type: none"> Increasing numbers of pupils with SEMH. Most expensive provision. <p>However:</p> <ul style="list-style-type: none"> Decreased exclusions. Improving standards – increasing numbers moving off the SEN register. Play leaders had an increasingly effective role and led several assemblies to introduce new games. Ashley Family Hub in conjunction with AIS and Ashley Baptist Church is providing a high quality community service and engages 	<ul style="list-style-type: none"> <i>Highly effective Home/School Link who has used a range of strategies to support families, attendance and pupil well-being.</i> <i>Nurture provision for Year3 and 4 is successfully supporting pupils' inclusion back into the classroom.</i> <i>ELSA has become a shorter term intervention and linked to PLP targets which are tracked.</i>

	<p>parents of children with pupil premium.</p>	<ul style="list-style-type: none"> • <i>Attendance data for Pupil premium is a concern and is closely monitored.</i> • <i>Structured zones are led by play leaders who effectively support vulnerable pupils to access play</i> • <i>Mindfulness activities support a calm atmosphere.</i>
<p>Literacy & Numeracy Structured Provision</p>	<ul style="list-style-type: none"> • Reading programmes are generally having high impact and good engagement. Effective use of support materials for interventions with all abilities • Catch-Up Intervention had very positive impact based on ratio gains after assessments 	<ul style="list-style-type: none"> • <i>A range of approaches to engage parents through the 'achievement for all' programme were effective.</i> • <i>Visual planners, talk templates and story mapping led to quality extended pieces of writing.</i> • <i>There was close liaison between teachers and intervention leads and ELSAs via PLP meetings.</i> • <i>Increase range of spelling interventions to suit individual needs and utilise support materials for Lexia.</i>
<p>Other Approaches</p>	<ul style="list-style-type: none"> • EP drop in consultations adopted problem solving approaches between staff and parents. • Lead students worked effectively with individual pupils and increased enthusiasm and engagement with those supported. • Teachers led small group mentoring and interventions during some assemblies and during lunchtimes 	<ul style="list-style-type: none"> • <i>Review mentoring sessions and ensure they are regular and recorded. Monitor progress of pupils.</i> • <i>Analyse impact of additional small group mentoring and interventions by teachers.</i>

Externally provided programmes

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

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

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.