

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	230
Proportion (%) of pupil premium eligible pupils	35.7% (82 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	31.12.25
Date on which it will be reviewed	19.7.26
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	£124,230
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>	£124,230

Part A: Pupil premium strategy plan

Statement of intent

Ashley Junior School

At Ashley Junior School, we are committed to removing barriers to learning so that disadvantaged pupils achieve well academically, attend regularly and develop the confidence, resilience and cultural capital needed for future success. Our Pupil Premium strategy for 2025–26 is informed by careful analysis of pupil data, staff observations and pupil voice.

Social, emotional and mental health needs can be more prevalent among our disadvantaged pupils and can affect self-regulation, readiness to learn and engagement in the classroom. Some pupils arrive at school unprepared for learning, impacting their ability to access teaching. Our strategy prioritises early identification, strong pastoral support and consistent whole-school approaches to behaviour and wellbeing, ensuring pupils feel safe, supported and ready to learn.

Attendance and punctuality for disadvantaged pupils are often below that of their peers, which negatively affects both achievement and emotional wellbeing. We will focus on early monitoring, targeted support and close partnership with families to improve attendance and reduce persistent absence.

Academically, disadvantaged pupils can face specific challenges. Gaps in phonics and early reading hinder reading development, while limited reading fluency and stamina increase cognitive load across the curriculum. Underdeveloped oral language and vocabulary gaps further impact comprehension and learning. In mathematics, gaps in times tables, basic numeracy and reasoning have been identified, often linked to difficulties in reading fluency. Our strategy emphasises high-quality teaching, targeted interventions and regular assessment to ensure learning gaps are addressed promptly and consistently. Skilful 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 recognise that disadvantaged pupils may have reduced access to enrichment opportunities that build cultural capital. Pupil Premium funding will be used to widen access to extra-curricular activities and experiences that broaden horizons and raise aspirations.

Strong parent and carer engagement underpins all aspects of our strategy. We will continue to build positive relationships with families to support attendance, learning and wellbeing, ensuring disadvantaged pupils are fully supported to thrive.

Challenges

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

Challenge number	Detail of challenge
1	<p>Academic Achievement</p> <p>Reading fluency and stamina is an area of development for our disadvantaged pupils. This impacts on their cognitive load across all areas of the curriculum</p> <p>Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These, in general, are more prevalent among our disadvantaged pupils than their peers</p> <p>Gaps in Maths have been identified, specifically times tables and basic numeracy as well as their reasoning skills (this links to the challenges in reading fluency)</p>
2	<p>Behaviour, Mental Health and Wellbeing</p> <p>Social, emotional and mental health has been identified as more of an issue for our disadvantaged children and impacts on their ability to self-regulate and learn</p> <p>Pupils arriving at school unprepared for learning</p>
3	<p>Parent/Carer Engagement</p>
4	<p>Attendance</p> <p>Attendance and punctuality is lower for many of our disadvantaged children and this negatively impacts their achievement and emotional well-being</p>
5	<p>Cultural Capital and Extra-Curricular Activities</p> <p>Access to wider opportunities</p>

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
<p>PP 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)</p>	<p>Reading and Phonics</p> <p>A higher proportion of disadvantaged pupils meet or exceed age-related expectations in phonics and reading. Gaps between disadvantaged pupils and their peers in reading attainment continue to reduce. Improved reading fluency and stamina, evidenced through fluency assessments, increased independent reading time and pupil confidence.</p> <p>Improved oral language and vocabulary, demonstrated through assessment, classroom talk and writing outcomes.</p> <p>Mathematics</p>

	<p>Increased accuracy and automaticity in times tables for disadvantaged pupils.</p> <p>Improved attainment in basic numeracy and mathematical reasoning.</p> <p>Reduced attainment gaps between disadvantaged pupils and their peers in maths.</p>
<p>All pupils will have a range of strategies to promote their mental well-being and resilience.</p>	<p>Behaviour, Mental Health and Wellbeing</p> <p>A reduction in behaviour and wellbeing-related incidents and referrals for disadvantaged pupils compared to 2024–25.</p> <p>Disadvantaged pupils demonstrate improved self-regulation, engagement and readiness to learn, evidenced through learning walks, pupil voice and class teacher assessments.</p> <p>Fewer learning time losses for disadvantaged pupils due to emotional or behavioural dysregulation.</p> <p>Pupils requiring targeted SEMH support show measurable progress against individual support plans.</p>
<p>Increased parent engagement</p>	<p>Parents will be invited to workshops relevant to the needs of their children. E.G. SATs, reading river support, maths mastery.</p> <p>Parents feel listened to and supported as evidenced by parent questionnaire.</p> <p>Parent and Carer Engagement</p> <p>Increased attendance of parents/carers of disadvantaged pupils at meetings, workshops and school events.</p> <p>Improved communication and partnership between school and families, evidenced through feedback and engagement logs.</p>
<p>Improved attendance- pupil premium eligible pupils attend school as often and are as punctual as other pupils – Arbor attendance data.</p>	<p>Attendance and Punctuality</p> <p>Overall attendance for disadvantaged pupils is in line with, or above, national averages.</p> <p>The gap between disadvantaged and non-disadvantaged attendance is reduced or eliminated.</p> <p>A reduction in persistent absence among disadvantaged pupils.</p> <p>Improved punctuality, evidenced by fewer late marks and earlier intervention outcomes.</p>
<p>Cultural Capital and Extra-Curricular Access</p>	<p>Increased participation of disadvantaged pupils in enrichment activities, clubs and wider opportunities.</p> <p>Positive pupil feedback indicating increased confidence, engagement and aspiration.</p> <p>All disadvantaged pupils access at least one enrichment opportunity across the academic year.</p>

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: £74,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve the quality of teaching and learning provision for all and PP children.</p> <p>Teachers identify targeted inputs based upon accurate AFL</p>	<p>EEF highlights that schools should be focussing on improving teaching as the primary driver for their pupil premium grant.</p>	<p>2</p>
<p>Costing towards LSA provision to enable at least one LSA in class for every English and Maths session.</p> <p>Make best use of learning support assistants - role clarity (LSAs to support structured interventions, run pre-taught sessions and guided practice rather than replace explicit teacher instruction); invest in TA training and monitoring.</p>	<p>EEF "Making Best Use of Teaching Assistants" guidance: TAs are most effective when deployed to deliver structured interventions under teacher planning and when trained/supported</p> <p>Making Best Use of Teaching Assistants — EEF</p>	
<p>Small-group and 1:1 tutoring programme for disadvantaged pupils below age-related expectations in R/W/M Use trained staff and structured sessions</p>	<p>EEF: One-to-one and small-group tuition has strong evidence of impact when targeted and structured; use EEF recommended delivery principles (diagnostic assessment, structured programmes, regular monitoring)</p>	
<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>	<p>Further develop pedagogy and mathematical skills and knowledge.</p> <p>EEF – improving maths in KS 2 and 3</p> <p>'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.'</p>	<p>2</p>

<p>English lead training and support with HIAS English advisor.</p> <p>Quality first teaching of reading comprehension.</p>	<p>EEF- improving literacy in KS2</p> <p>'Many children benefit from being explicitly taught techniques and approaches to improve their comprehension of texts. There is evidence that disadvantaged pupils and pupils with lower prior attainment may particularly benefit from being explicitly taught reading comprehension strategies'</p> <p>Alex Quigley – 'with targeted teaching and structured practice, we can help pupils to better self-regulate their spelling when writing.'</p>	<p>2</p>
<p>PP observation and monitoring.</p> <p>Pupil progress and personalised learning plan (PLP) meetings termly)</p>	<p>HT and maths and English lead learning walks/ lesson obs and book scrutiny with PP focus.</p> <p>Track pupil progress and identify gaps early to provide appropriate interventions.</p>	<p>2</p>
<p>Whole school staff training on the empowerment approach- linked to the infant school to provide consistency and continuity.</p>	<p>EEF guidance identifies the need to prioritise social and emotional learning to avoid "missed opportunity" to improve children's outcomes.</p>	<p>1, 3</p>
<p>Staff training on 'Working with parents to support pupil's learning'</p>	<p>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</p>	<p>4</p>

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

Budgeted cost: £18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
4 afternoons of ELSA support.	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
Nurture support group	The nurturing approach offers a range of opportunities for children and young people to engage with missing early nurturing experiences, giving them the social and emotional skills to do well at school and with peers, develop their resilience and their capacity to deal more confidently with the trials and tribulations of life, for life. Nurture UK	1,2
Wave 3 interventions <ul style="list-style-type: none"> - Catch up - Nessy £300 - Beat Dyslexia - Junior language link £275 - ELSA provision - Nurture 	EEF – oral language, phonic and reading comprehension strategies provide high/ very high impact for very low cost.	1, 2
Access to online interventions and materials <ul style="list-style-type: none"> - Reading plus £998 - Lexia £2476 - Maths.co.uk - TTRS - Nessie 113 	EEF Homework - Studies involving digital technology typically have greater impact (+ 6 months).	1, 4

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

Budgeted cost: £ 32,230

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of revision books for Y6 PP pupils		1
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 and staffing of well-being 'quiet lunch'	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
<p>Extra-curricular subsidy and enrichment: funded places (music, sport, trips) for Pupil Premium children and targeted disadvantaged cohorts; monitor participation and impact on wellbeing and engagement.</p> <ul style="list-style-type: none"> -Sport -Music -Lead learners/ sports leaders -visits 	EEF- Wider evidence supports enrichment and extracurricular engagement as positive for wellbeing and belonging; SEL guidance notes whole-school approaches and 'caught' learning support longer-term outcomes	5
<p>Mental Health lead/ home school link worker/ attendance lead.</p> <p>Pupils are safe and are confident in themselves and can manage their emotions effectively. Strengthened partnership with parents/carers, who feel able to parent more effectively</p>	Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.	
Educational Psychologist drop ins and additional days		

Total budgeted cost: £124,230

Part B: Review of the previous academic year 24/25

Outcomes for disadvantaged pupils

Intended outcome and success criteria.	Evaluation
<p>PP 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)</p> <p>Success Criteria: Data shows progress and high attainment, work in books indicates good progress is secured.</p>	<p>Pupil Premium–eligible pupils make progress that is at least as strong as that of their peers across the school. Where pupils begin with lower starting points, effective targeted support and high-quality teaching enable them to catch up rapidly and sustain progress over time. This ensures that disadvantaged pupils both catch up and keep up, reflecting the school's consistently high expectations.</p> <p>Assessment data shows strong progress and attainment for Pupil Premium pupils across year groups. This is further validated by the most recent LLP report, which identified outcomes for disadvantaged pupils as a key strength. Disadvantaged pupils perform above national averages in reading, writing and the combined measure, demonstrating the impact of effective classroom practice and targeted intervention. While outcomes in mathematics are slightly below national averages, pupils still make good progress and this area is a clear focus for continued development.</p> <p>Pupil progress meetings play a central role in monitoring and sustaining achievement. These meetings ensure that staff have a precise understanding of pupils' starting points and next steps, allowing support to be adapted quickly where needed. Monitoring of planning and feedback shows that teachers consistently use assessment information to meet the needs of disadvantaged pupils.</p> <p>Work in pupils' books supports the data, showing evidence of secure progress, increasing independence and well-sequenced learning over time. Pupils with SEND support also achieve well, performing above national averages in all subjects except mathematics, as noted in the LLP report.</p> <p>Overall, the triangulation of data, external validation and book scrutiny confirms that strong progress is secured for Pupil Premium pupils, with sustained high attainment across most subjects.</p>
<p>All pupils will have a range of strategies to promote their mental well-being and resilience.</p> <p>Success Criteria: Language associated with mental health used by children and adults confidently in school. Pupils can identify what 'zone' they are in and suggest strategies to move into one more conducive to aiding their learning. Pupils receiving ELSA support develop strategies to manage their behaviour and needs more successfully, demonstrated through</p>	<p>The school's focus on promoting mental wellbeing and resilience has had a positive impact on pupils across all year groups. Pupils now have access to a clear and consistent range of strategies to support their emotional wellbeing and build resilience. These approaches are becoming embedded within daily classroom practice and reinforced through whole-school routines, enabling pupils to manage emotions more effectively and remain engaged in learning. This will be built on further through our involvement in the Empowerment Approach next year.</p> <p>Language associated with mental health and emotional wellbeing is used confidently and appropriately by both</p>

<p>case studies and resulting in improved academic achievement and progress.</p>	<p>pupils and adults across the school. Pupils are able to articulate how they are feeling using a shared vocabulary, creating a culture where emotional needs are increasingly recognised and discussed openly. This common language has strengthened relationships, improved communication and supported earlier identification of pupils requiring additional support.</p> <p>Pupils demonstrate a good understanding of emotional regulation. They can identify which 'zone' they are in and explain some the strategies they can use to move into a zone that is more conducive to learning. This has resulted in improved self-regulation, reduced low-level disruption and increased readiness to learn.</p> <p>Targeted ELSA support has been particularly effective. Pupils receiving ELSA intervention have developed personalised strategies to manage their emotions, behaviour and individual needs more successfully. Case studies show clear improvements in self-regulation, confidence and engagement in the classroom. As a result, these pupils have made improved academic progress and are better able to access learning alongside their peers.</p> <p>Overall, the consistent and proactive approach to mental wellbeing has contributed to improved behaviour, stronger emotional resilience and positive outcomes for pupils both academically and personally.</p>
<p>Increased parent engagement</p> <p>Success Criteria: 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.</p>	<p>As part of the PINNS programme we engaged in the parent and carer support network but this was not successful or well attended.</p> <p>Parents engaged well across the school with parents' evenings, open mornings, year group meetings and events all very well attended.</p> <p>Over 40% of parents completed parent questionnaires and these were positive or constructive in the main.</p>
<p>Improved attendance- pupil premium eligible pupils attend school as often and are as punctual as other pupils – Arbor attendance data.</p> <p>Success Criteria:</p> <p>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.</p>	<p>Attendance for pupil premium pupils went from 91.5% to 92.6%</p> <p>This was only 2% behind the rest of the school. Attendance is still lower than we would like but the gap is closing.</p> <p>National attendance was 94.84% for all students and 93% for pupil premium so we are in line with national data.</p>

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
Reading Plus	
Times Tables intervention	Times Tables Rockstars
Nessy Reading and Spelling	Nessy.com
Junior Language Link	

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.