

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 | 240 |
| Proportion (%) of pupil premium eligible pupils | 80 FSM 3 service NB 5 on roll |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-25 |
| Date this statement was published | 31.12.24 |
| Date on which it will be reviewed | 18.7.25 |
| 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 | £120,020 |
| 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> | £120,020 |

Part A: Pupil premium strategy plan

Statement of intent

At Ashley Junior School our core values of Ready, Respectful and Responsible 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 work on the zones of regulation 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 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 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 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. |

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| | 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. |

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)

| 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. | <p>2</p> <p>£48,783</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> | 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.' | <p>2</p> <p>£1663</p> |
| English lead training and support with HIAS English advisor. | EEF- improving literacy in KS2 Consider the types of spelling error pupils are making to identify appropriate | 2 |

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| Developing the incorporation on spelling into existing learning journeys and focus on the explicit teaching of spelling. | strategies for improving pupils' spelling. Explicitly teach spellings and provide 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.' | £1663 |
| 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 |
| PINS project alongside HPCN | 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)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|---|
| ELSA support with 3 ELSA's | 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 |
| Nurture support group | | Elsa delivery £6365 Nurture delivery £8185 |
| Wave 3 interventions - Catch up - Nessy £300 - Beat Dyslexia | EEF – oral language, phonic and reading comprehension strategies provide high/ very high impact for very low cost. | 1, 2 Nessy £502 JLL 310 |

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| <ul style="list-style-type: none"> - Junior language link £275 - ELSA provision - Nurture | | Delivery of interventions £5658 |
| <p>Access to online interventions and materials</p> <ul style="list-style-type: none"> - Reading plus £1452 - Lexia £2476 - Doodle spell - Doodle maths - Doodle English - Doodle Tables - TTRS | <p>EEF Homework - Studies involving digital technology typically have greater impact (+ 6 months).</p> | <p>1, 4</p> <p>Cost not included as whole school interventions although PP pupils are targeted for LSA and teacher support with these interventions</p> |
| ELSA support for Service children | 1: 2 support for service children | |

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

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--|
| Provision of revision books for Y6 PP pupils | | 1 £164 |
| 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 'quiet lunch' 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 £4405 |
| <p>Enrichment</p> <ul style="list-style-type: none"> - Sport - Music - Lead learners/ sports leaders | <p>Sutton Trust-</p> <p>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</p> | <p>1, 2, 3, 4</p> <p>£151 £313</p> |

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| - Visits – inc residential | 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. | |
| A.I.M writing workshop at Milford school | Inspirational writing conference for 3 Year 4 PP boys. | £225 |
| Forest school provision | Cost of additional LSA time to support forest school qualified teacher in after school provision. | £536 |
| Mental Health lead/ home school link worker/ attendance lead. | | £ 35,547 |
| Educational Psychologist drop ins and additional days | | £3640 |

Total budgeted cost: £120,020

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

Outcomes for disadvantaged pupils

| Evaluation | | |
|-------------------------------|---|--|
| Action | Outcomes | Lessons Learned |
| Quality First Teaching | <ul style="list-style-type: none"> Reading standards for all pupils were below the LA average of 58.1. 47.1% of pp children attained EXS or above which was below the whole cohort where 67.1% of pupils were EXS or above. Maths results 47.1% of pupil premium children attained EXS or above. This was below the whole cohort as 64.9 of all pupils were EXS or above. In writing the difference is slightly greater with 52.9% of pupil premium children attaining EXS or above compared to 74.4% of the whole cohort. We were broadly in line with the local authority PP average of 54.3% Our combined score was below the national average with 50% of all pupils and only 40% of PP children reaching the standard in all three subjects. Although this was better than the local authority average for all three subjects which was 39.3% This will be a particular focus moving forwards. | <ul style="list-style-type: none"> <i>Continue pupil conferencing and analyse feedback.</i> <i>We were disappointed that our reading results had dropped for the first time in three years. – we will be supporting our PP readers through more targeted intervention in class.</i> <i>Maths – This continues to be 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.</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. | <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</i> |

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| | | <p><i>targets which are tracked.</i></p> <ul style="list-style-type: none"> • <i>Attendance data for Pupil premium is a concern and is closely monitored.</i> • <i>Mindfulness activities support a calm atmosphere.</i> |
| <p>Literacy & Numeracy Structured Provision</p> | <ul style="list-style-type: none"> • Reading programmes will be refocused to ensure they are 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> |

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.