

Pupil premium strategy statement

Ashfield Junior School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Ashfield Junior School
Number of pupils in school	255
Proportion (%) of pupil premium eligible pupils	20%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	30.11.21
Date on which it will be reviewed	30.6.22
Statement authorised by	
Pupil premium lead	Sue Frost
Governor / Trustee lead	Paul Rafferty

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£65,290
Recovery premium funding allocation this academic year	£6,751
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£72,041

Part A: Pupil premium strategy plan

Statement of intent

- *Ultimately, we are aiming to ensure that there is no gap between the number of disadvantaged pupils that achieve Expected standard in reading, writing and maths and their non-disadvantaged peers.*
- *The strategy aims to do this by ensuring all staff engage in a high quality, evidence based programme of CPD that will ensure that in turn there is high quality, evidence informed teaching consistently in place across the school. The focus of this CPD will be: how children learn, maximising memory capabilities and reducing extraneous load in order to help pupils retain and retrieve the learning they need as they move through KS2 and beyond.*
- *The strategy also aims to support pupils understand how they learn and what they can do to maximise their learning thus increasing independence, self-esteem, aspirations and readiness for KS3 and beyond.*
- *This strategy also aims to ensure structured, measureable interventions are in place to support pupils identified to have fallen behind during the course of the pandemic. Specific support will also be provided for those disadvantaged pupils with SEND.*
- *The development of the SEL curriculum will support all children improve their core skills of self-awareness, self-regulation, social awareness, relationship skills and responsible decision making.*
- *The strategy also aims to ensure that support for mental health and social/emotional development is in place through school based nurture support and external coaching.*

Challenges

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

Challenge number	Detail of challenge
1	Disruption to teaching and learning through the pandemic.
2	A need for quality training for all staff to develop their awareness of evidence based strategies to support learning.
3	Learning not 'sticking' through the key stage and pupils finding it difficult to retrieve prior learning.
4	Gap widening in writing, particularly for boys following return to school for all pupils in March 2021.

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>By July 2024 we are aiming to have no gap in the achievement of expected standard for reading, writing and maths between disadvantaged pupils and their non-disadvantaged peers at the end of KS2.</p>	<p>End of KS2 data July 2025 will show that combined percentage for disadvantaged pupils is in line with their peers.</p> <p>All disadvantaged pupils entering KS2 at WTS in Sept 21 (Y3 baseline data) will have made accelerated progress to achieve EXS in July 2024.</p>
<p>All staff have a sophisticated understanding of cognitive science and its application in the classroom. Teaching strategies are used effectively to optimise intrinsic load and minimise extraneous load (e.g. the use of worked examples and scaffolding). Retrieval strategies are used regularly and consistently to support pupils' retrieval of prior learning (e.g retrieval practice).</p>	<p>All staff are confident in their understanding of a range of cognitive science theories and confidently apply these (when appropriate) in the classroom.</p> <p>Lesson observations, work scans and pupil interviews show pupils effectively having regular opportunities to use prior learning and build on it through use of strategies such as retrieval practice. Pupils demonstrate improved retention of prior learning.</p> <p>End of year and end of KS2 data shows that disadvantaged pupils entering KS2 at WTS in Sept 21 will have made accelerated progress to achieve EXS in July 2024.</p>
<p>Staff confidently utilise effective strategies to support disadvantaged pupils with SEND e.g. explicit instruction for pupils with speech, language and communication needs, retrieval practice for pupils with MLD.</p>	<p>Disadvantaged pupils with SEND make accelerated progress from their starting points. Targets on Learning Plans are chosen effectively to move learning forward using the identified strategies to support. Pupils make good progress.</p>
<p>Provision is available to support pupils with their mental health and social/emotional development. This can be accessed quickly when needed and supports pupils to develop the 5 SEL 'core skills'.</p>	<p>Pupils say they feel supported when needed. They feel confident as learners and know how to make good decisions. They can make and maintain friendships. They are aware of their own emotions and what they can do to deal with intense emotions.</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: £8,000 (for training and supply cover costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET days at beginning of Autumn and Spring terms focussed on cognitive science and application in the classroom.	<p>EEF ‘Metacognition and Self-Regulated Learning’. <i>Recommendation 1: Teachers should acquire the professional understanding and skills to develop their pupils’ metacognitive knowledge.</i></p> <p>EEF ‘Effective Professional Development’. <i>Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i></p>	2, 3 and 4
Half-termly staff meeting to discuss latest evidence and research on applied cognitive science.	<p>EEF ‘Effective Professional Development’. <i>Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i></p>	2,3 and 4
Teacher appraisal cycle focuses on the application of chosen recommendations from EEF guidance reports (identified by the teacher) and implementation of latest evidence into curriculum development.	<p>EEF ‘Effective Professional Development’. <i>Recommendation 2: Ensure that professional development effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice.</i></p> <p>Ofsted subject reviews: History, music, geography, maths, RE and science.</p> <p>DfE: Teaching a Broad and Balanced Curriculum for Education Recovery’.</p>	2, 3 and 4
Support/coaching for teachers allowing time for feedback and action planning and review of	EEF ‘Effective Professional Development’.	2 and 3

learning in relation to cognitive science, appraisal research findings and application in their classroom.	<i>Recommendation 1: When designing and selecting professional development, focus on mechanisms.</i>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional STA/TA support in each year group to facilitate and provide structured interventions in reading, spelling and maths both in and out of class: Reading Fluency (delivered by teacher. 3x weekly 20 mins for 10 weeks) No Nonsense Phonics (delivered daily) No Nonsense Spelling	EEF 'Improving Literacy in Key Stage 2'. <i>Recommendation 2: Support pupils to develop fluent reading capabilities.</i> <i>Recommendation 5: Develop pupils' transcription and sentence construction skills through extensive practice.</i> <i>Recommendation 7: Use high-quality structured interventions to help pupils who are struggling with their literacy.</i>	1,3 and 4
Training for STAs to deliver Numicon Intervention Programme	<i>Recommendation 7: Use high-quality structured interventions to help pupils who are struggling with their literacy.</i> <i>EEF Improving Mathematics in KS2 and 3: Evidence Review March 2018: High evidence rating to show the positive impact of using manipulatives and medium evidence rating for representations.</i>	1 and 3

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed

<p><i>PSHE lead to review and develop whole school SEL curriculum. Implement changes to curriculum through assembly and PSHE lesson time develop pupil's understanding and use of 'Core Skills'.</i></p>	<p>EEF 'Improving Social and Emotional Learning in Primary Schools'. Recommendation 1: Teach SEL skills explicitly- 5 'core skills'. Recommendation 2: Integrate and model SEL skills through everyday teaching. Recommendation 3: Plan carefully for adopting a SEL programme. Recommendation 6: Plan, support and monitor SEL implementation.</p>	<p>1 and 2</p>
<p><i>Introduce learning behaviours shared vocabulary across the whole school. Weekly input in assembly time and through the teaching of strategies in lessons.</i></p>	<p>EEF 'Metacognition and Self-Regulated Learning'. Recommendation 2: Explicitly teach pupils metacognitive strategies, including how to plan, monitor and evaluate their learning.</p>	<p>1 and 2</p>
<p><i>Use Education Support Manager and STA time to deliver structured nurture programmes to identified pupils. Use of Friends for Life programme to support pupils' anxiety and mental health issues. Use of STA and TA time to support pupils using Sensory Pod in school.</i></p>	<p>EEF 'Improving Social and Emotional Learning in Primary Schools'. Recommendation 3: Plan carefully for adopting a SEL programme.</p> <p>Early Intervention Foundation Guidebook: Evidence Rating:3</p>	<p>1 and 3</p>

Total budgeted cost: £72,000

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 2020 to 2021 academic year.

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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Reading Fluency	Herts for learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

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?	

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.