

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
Number of pupils in school	253
Proportion (%) of pupil premium eligible pupils	25.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-2026
Date this statement was published	
Date on which it will be reviewed	20.09.24
Statement authorised by	Sue Frost
Pupil premium lead	Richard Bishop
Governor / Trustee lead	Alan Lockie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£88,710
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£9,468
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</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>	£98,178

Part A: Pupil premium strategy plan

Statement of intent

- *Through our strategy we are aiming to ensure that all pupils at Ashfield Junior School have equity of opportunity. No pupils should be excluded from an activity, learning opportunity or personal development activity due to their socio-economic circumstances, however they may change.*
- *Our strategy supports all staff that work in our school to understand the needs of OUR pupils by focussing on the specific needs of our current cohorts and is informed and led by our in-school information alongside evidence-based approaches.*
- *Evidence tells us that the impact we have on our children is highly dependent on positive, supportive relationships- ‘Every interaction is an intervention’. Our strategy aims to ensure that this philosophy is at the forefront of everything we do to support our pupils.*
- *We know that our community can feel isolated from the wider world and some children have few opportunities to leave the immediate local area, experience enrichment visits or clubs and establish ‘cultural’ and ‘social’ capital. Our strategy therefore aims to ensure that all pupils experience these wider curriculum opportunities.*
- *Our strategy gives a clear platform to ensure that there is a shared understanding and responsibility to support our pupils who are at risk of educational disadvantage (not just those pupils who receive Pupil Premium funding).*
- *Ultimately our strategy aims to ensure that all of our pupils leave our school equipped with learning behaviours to ensure they can fully access their next steps in education at secondary school. Our evidence tells us that those pupils with well-developed metacognitive and self-regulation skills have the best chances of academic success at their secondary school and feel empowered to take part in school life, making a positive contribution and feeling like they belong.*

Challenges

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

Challenge number	Detail of challenge
1	On entry to school in both 2020 and 2021, only 13% of disadvantaged pupils were at expected standard for writing. Assessments, observations and discussions with pupils and teachers indicate under-developed vocabulary and SPAG skills are contributing to this low level of prior attainment alongside reduced life experiences affecting what children feel confident to write about.
2	The current cohorts of pupils within school have been particularly impacted by the pandemic and partial school closures. Current Y6, Y5 and Y4 pupils were in EY and KS1 during the first year of lockdowns, therefore greatly affecting their experiences of learning and personal development during KS1. These findings are supported by national studies.
3	On entry data to school for 2020 and 2021 cohorts shows that disadvantaged pupils have been disproportionately affected by the pandemic disruption, with writing and maths being hardest hit. 28% of disadvantaged pupils were working at expected standard in maths on entry in 2020 and 26% in 2021. 13% of disadvantaged pupils were working at expected standard in writing on entry in both 2020 and 2021.
4	Our assessments, observations and discussions with pupils, families and teachers have identified that 37% of our disadvantaged pupils are accessing additional support in school either through Treetops (our Resourced Provision), nurture support through ELSA, Draw and Talk and Decider Skills, SEMH support in the Sanctuary (during lunchtimes)

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
By July 2026 the gap between our disadvantaged pupils and their peers will be less than the national gap. We will have reduced the gap at a faster rate than the national average following the impact of the pandemic.	End of KS2 data July 2026 will show that the combined RWM percentage for disadvantaged pupils is at least in line with national average. Disadvantaged pupils without identified additional learning needs entering KS2 at WTS in Sept 22 (Y3 baseline data) will have made accelerated progress to achieve EXS in July 2026.
All staff have a well developed understanding of cognitive science and its application in the classroom. Teaching strategies are used effectively to optimise intrinsic cognitive load and minimise extraneous load (e.g use of scaffolding and worked examples). Questioning strategies to support retrieval are used regularly and consistently to support pupils' retrieval of prior learning.	All staff are confident in their understanding and use of a range of strategies developed through their work on the Great Teaching Toolkit. GTT Pupil Questionnaires show that all teachers outperform national average feedback rates for 'Activating Hard Thinking' elements. Pupils work and interviews demonstrate that

	<p>pupils have the opportunities to use prior learning and build on it through use of strategies such as retrieval practice and reflection time.</p> <p>End of year and end of KS2 data shows that disadvantaged pupils entering KS2 at WTS in Sept 23 and beyond will have made accelerated progress to achieve EXS in July 2026.</p>
<p>Staff confidently utilise effective strategies to support disadvantaged pupils with SEND e.g. adaptive teaching, explicit instruction for pupils with speech, language and communication needs.</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.</p>
<p>Good quality, effective pastoral support is provided to pupils. Personal development is supported through targeted programmes to address mental health concerns and resilience strategies and through whole school teaching of the 5 core SEL skills.</p>	<p>Pupils say they feel supported when needed. They feel confident as learners and know how to make good decisions. They show resilience in lessons. 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: £33,000 (cost of cover teacher & PD/training related costs)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>PD focus on Oracy to , in particular the provision of professional development for all staff developing speaking and listening skills through drama activities.</i></p>	<p>Voice 21- Oracy Framework Voice 21- Oracy Across the Curriculum evidence review Ofsted curriculum research reviews 2022</p>	<p>1,2,3 and 4. Developed oracy skills will support pupils to access the curriculum and also improve their ability to express their emotions.</p>
<p><i>Subject Leadership time & PD to improve systems of monitoring and evaluating the curriculum offered and</i></p>	<p>EEF 'Putting Evidence to Work' guidance report. EEF 'Effective Professional Development' guidance report.</p>	<p>1,2 and 3.</p>

<i>the impact on those pupils at most educational disadvantage.</i>	<p>Giving staff time to follow the effective implementation process- Explore, Prepare, Deliver and Sustain.</p> <p>Providing a range of PD mechanisms for staff to ensure there is a focus on sustaining improvements.</p>	
<i>Delivery of 'The Big Question' strategy to Y6. Focus on effective questioning, retrieval and evaluation when planning lesson structure.</i>	<p>Approach based on cognitive science evidence relating the Cognitive Load Theory, use of working and long-term memory and strategies used in the classroom to support this:</p> <p>Effective questioning;</p> <p>Note taking;</p> <p>Metacognition skills of monitoring and evaluation;</p> <p>Opportunities to promote retrieval of prior knowledge.</p> <p>Use of Great Teaching Toolkit- Activating Hard Thinking elements.</p> <p>EEF 'Metacognition & Self-Regulated Learning' guidance report.</p> <p>Recommendations 2 & 6: plan/monitor & evaluate and organise their learning.</p>	1, 2 and 3

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

Budgeted cost: £50,000 (cost of Teacher/TA time to deliver interventions and group support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Delivery of intervention programmes to support pupils reading:</i></p> <p><i>Reading Fluency groups (3x weekly)</i></p> <p><i>Comprehension Express (3x weekly with class)</i></p> <p><i>Phonics groups (1x weekly)</i></p>	<p>EEF Improving Literacy at KS2' guidance report:</p> <p>Recommendations 6 & 7: accurately diagnosing pupil needs and providing structured targeted interventions alongside whole class teaching.</p> <p>HFL Learning Reading Fluency Project evidence review.</p>	1 and 3 (reading interventions to support access to writing and maths curriculums).
<p><i>Targeted maths support to focus on number skills and times table fluency. Use of White Rose Maths resources and TT Rockstars.</i></p>	<p>EEF 'Improving Mathematics in KS2 & 3: Recommendation 7: Use structured interventions to provide additional support</p>	2 and 3

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Provision of ELSA support for pupils identified in need to help to develop emotional literacy skills (alongside oracy development work in class).</i></p>	<p>British Psychological Society: ELSA evaluation report.</p> <p>WELL Project evaluation of ELSA support in schools in West Cumbria 2021-22 and 2022-23.</p> <p>EEF ‘Social and Emotional Learning’ Guidance Report: Recommendation 1- development of self-awareness and expressing emotions.</p>	<p>2 and 4</p>
<p><i>Review of school behaviour and SEL programmes and policies to ensure they are aligned and consistently effective across school to support pupils to develop effective learning behaviours.</i></p> <p><i>Review with staff, pupils and parents/carers to inform new policies and structures.</i></p>	<p>EEF ‘Social and Emotional Learning’ Guidance Report: Recommendation 5- Reinforce SEL skills through whole-school ethos and activities.</p> <p>EEF ‘Improving Behaviour in Schools’ guidance report: Recommendations 1-4: Proactive approaches to link behaviour, learning behaviours and SEL work together in school.</p> <p>Growing evidence in school of pupils struggling to maintain focus, resilience and regulate their behaviours/emotions.</p> <p>Increased incidents of pupils refusing to work and avoiding challenge/risk taking since the pandemic.</p>	<p>2 and 4</p>

Total budgeted cost: £98,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of 2021-2022:

1 Quality Teaching: Whole school focus on metacognition and self-regulated learning (in conjunction with WELL Implementation Plan). This follows the enormous impact on learning as a result of disruption caused by the pandemic during 2020-2022.

Focus of work on exploring how the development of metacognitive skills can support our educationally disadvantaged learners through staff professional development around:

The theory of cognitive load and the role of working and long term memory.

Retrieval opportunities and links to prior learning

Questioning opportunities to help pupils make links to prior learning and across the curriculum

Creating opportunities for pupils to plan, monitor and evaluate their learning.

Activity	Impact
<p>INSET days at beginning of Autumn and Spring terms focussed on cognitive science and application in the classroom- completed. Next steps planned into 23-24 Plans.</p>	<p>Whole school training provided on INSET days and followed up by regular inputs at weekly staff meetings.</p> <p>Opportunities for teachers to develop their understanding, explore approaches in the classroom and enhance their professional development through involvement with the Research School.</p> <p>1 senior leader has taken the lead on introducing, co-ordinating and ensuring the delivery of the Great Teaching Toolkit to all teachers (not ECTs)</p> <p>2 teachers developed enhanced PD on questioning and plan/monitor/evaluate approaches and delivered training to colleagues through Research School activity.</p> <p>1 teacher took part in Stop and Think trial (Maths and Science programme).</p> <p>Some excellent practice now taking place across school, although still not consistent</p>

	<p>this is a growing picture since 2020-21.</p>
<p>Half-termly staff meeting to discuss latest evidence and research on applied cognitive science- completed- next steps planned into 23-24 plans.</p>	<p>All teachers involved in staff meeting discussions around cognition and metacognition.</p> <p>2 teachers attended 3 day metacognition professional development programme (delivered by the Research School PD staff).</p> <p>This will form part of next year's plan- to look at a more effective way of sharing the latest research e.g. EEF, Impact magazine, Chartered College materials alongside the Great Teaching Toolkit resources.</p>
<p>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- completed- to be continued into 23-24 appraisal cycles.</p>	<p>All teachers set objectives linked to guidance report recommendations for 2022-23 cycle. These mainly focussed around the Metacognition & Self-Regulated Learning report and Feedback report.</p> <p>All teachers successfully achieved their objectives linked to these recommendations 2022-23. These included:</p> <p>Developing questioning approaches to support retrieval in Geography and History;</p> <p>Supporting pupils to plan, monitor and evaluate their learning in Maths;</p> <p>Modelling thinking during the writing process;</p> <p>Developing questioning to support pupils to make links across the maths curriculum.</p>
<p>Support/coaching for teachers allowing time for feedback and action planning and review of learning in relation to cognitive science, appraisal research findings and application in their classroom- completed- GTT use for PD continued into 23-24 Plans.</p>	<p>Introduction of the Great Teaching Toolkit Jan 2023.</p> <p>All teachers have completed the Activating Hard Thinking: Questioning element, including writing and acting on a Development Plan linked to this area (Spring and Summer Terms 2023).</p> <p>July 2023: All teachers have completed pupil questionnaire on Activating Hard Thinking strand to inform next steps in personalised</p>

PD for Autumn Term 23.

Feedback from pupil questionnaire: all teachers achieved responses higher than the national average response in at least 75% of questions asked.

All teachers used pupil questionnaire to inform their appraisal objectives for 2023-2024.

Attainment and Progress data:

Baseline data on arrival at Ashfield Junior School:

	Reading	Writing	Maths
Year 3 (Sept 2022)	35.7%	35.7%	38.5%
Year 4 (Sept 2021)	40%	13.3%	26.7%
Year 5 (Sept 2020)	28.6%	13.6%	28.6%
Year 6 (Sept 2019)	86%	57%	43%

End of Year data July 2023

	Reading	Writing	Maths
Year 3	46.2%	46.2%	38.5%
Year 4	35.7%	42.9%	50.0%
Year 5	71.4%	33.3%	52.4%
Year 6	71%	29%	57%

2. Targeted Academic Support: to provide targeted support and interventions to meet identified gaps in learning that emerged as a result of the disruption to learning caused by the pandemic 2020-2022.

There were Increased difficulties for staff to identify gaps in learning as a result of the different

experiences pupils had of the school closures and disruption to teaching 2020-2022.

Pupils presented with a range of different needs and gaps. Some pupils had been affected by the disruption to phonics teaching in KS1, some were affected by disruption to progression in acquiring skills for writing and some had missed large chunks of the maths curriculum. Some pupils had gaps in many areas.

Maths teaching in KS2 had focussed on embedding strong arithmetic skills.

Activity	Impact
<p>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)</p> <p>No Nonsense Phonics (delivered daily)</p> <p>No Nonsense Spelling</p> <p>Partly achieved- staffing issues led to some disruption with provision of all interventions.</p>	<p>YARC assessments carried out in Sept 22 and Jan 23 to identify pupils in need of additional support for either:</p> <p>Phonics; 5 pupils</p> <p>Fluency; 8 pupils</p>
<p>Training for STAs to deliver Numicon Intervention Programme</p> <p>Not achieved- implementation plan for Maths support changed following review of provision and curriculum.</p>	<p>Not completed.</p> <p>White Rose Maths planning materials used instead to address gaps in learning within the classroom and by support staff in intervention groups. This decision was taken to ensure that there was a joined-up approach and clear links between teaching in lessons and additional teaching in interventions.</p>

3. Wider Strategies: this was a joint approach looking at whole school personal development need in response to the pandemic and targeted pastoral support for pupils identified with a specific need.

Activity	Impact
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<p>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'.</p> <p>Partly achieved- to be carried over into 23-24 plan.</p>	<p>This work was disrupted due the long term absence of the PSHE lead.</p> <p>Curriculum review was carried out with decision to increase the use of 1Decision materials an supplement with resources from the Jigsaw PSHE programme. This addressed the 5 core skills provision, in particular that of responsible decision making.</p> <p>Whole school focus developed as we gained a more informed awareness of the impact of the pandemic:</p> <p>Pupils abilities to play together and mix appropriately;</p> <p>Pupils interpretation of behaviours- less tolerance of each other and being together;</p> <p>Particular issues around playing at lunchtime;</p> <p>Reduced awareness of how own behaviours may affect others.</p> <p>(This was informed by detailed pupil survey March 2023).</p>
<p>Introduce learning behaviours shared vocabulary across the whole school. Weekly input in assembly time and through the teaching of strategies in lessons.</p> <p>Partly achieved- to be carried over into 23-24 plan.</p>	<p>Assembly themes delivered over the year focussed on the Golden Rules and RESPECT character strengths (Resilience, Empathy, Self-Awareness, Positivity, Excellence, Communication and Teamwork).</p> <p>Whole school vocabulary not developed.</p> <p>Metacognition language of plan, monitor and evaluate used in assemblies and lessons.</p>
<p>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.</p> <p>Achieved- Decider Skills and Talk and Draw</p>	<p>Interventions delivered to 21 pupils:</p> <p>Decider Skills</p> <p>Talk and Draw</p> <p>Mindfulness coach delivered 10 week intervention to 8 pupils 2x across the year.</p> <p>Friends for Life strategies used to support</p>

to be continued on 23-24 Plans.	<p>pupils in Y3.</p> <p>Sensory Pod accessed by 17 pupils over the course of the school year. Used to support anxiety and mental health issues.</p>
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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 Fluency	Herts for Learning
Friends for Life	Friends Resilience
Decider Skills	The Decider
Draw and Talk	Drawing and Talking
Mindfulness for children	The MindfulGuru