

# Pupil premium strategy statement

Ashfield Junior School

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	255
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers.	2024-2027
Current Academic Year	2025-2026 (Year 2 of plan)
Date this statement was published	18.12.25
Date on which it will be reviewed	20.10.26
Statement authorised by	Sue Frost
Pupil premium lead	Sue Frost
Governor / Trustee lead	Sophie McKenzie

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£94,180
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <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>	£94,180

## 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 and that we help them to understand social norms.
- 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 whilst also developing a pride in their local community and a sense of belonging, social inclusion and agency.
- 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	<p>Data from standardised assessments and internal tests show that a <b>significant proportion of disadvantaged pupils are behind age-related expectations across writing and maths</b>. This is more pronounced in writing across all current cohorts and in maths for Y4 &amp; Y6. Observational data suggests that gaps in learning are also compounded by high levels of anxiety, low motivation and accompanying issues around mental health, particularly in the current Y6 cohort. There is a need for targeted support for some pupils.</p>
2	<p>Data on SEND needs shows us that <b>our disadvantaged pupils have a higher level of SEND/SEMH need compared to our non-disadvantaged pupils</b> (whole school- 17% SEND, Disadvantaged pupils- 29% SEND). In our current Y5 &amp; Y6 cohorts over a third of disadvantaged pupils also have an identified SEND need. This reduces to around a fifth for our current Y3 &amp; Y4 pupils.</p> <p>A disproportionately high number of those disadvantaged pupils with identified SEND (16 pupils) have SEMH as primary need at 69%. This reduces to 18% for SLCN and 6% for ASD &amp; MLD.</p>
3	<p>Observations from lesson visits highlights an issue with <b>some disadvantaged pupils not fully participating in their learning</b>. They can take longer to settle to task, struggle to manage transitions, be less well organised, leave work incomplete and give up too easily. There has been a significant rise in the number of pupils who are finding it difficult to concentrate for longer periods of time, use practical/hands-on skills and draw on wider experiences to support their learning. We identify the increased use of technology and devices out of school as a contributing factor to these changes. Keeping pupils focused on their learning and maximising opportunities to learn is a top priority for our professional development.</p>
4	<p>Our current in-school data from surveys, referrals and CPOMs tells us that there is a <b>continued SEMH impact on pupils in recent years</b>. A significant number of children in our current Y5 &amp; Y6 are continuing to find social interactions, communication, emotional development and resilience barriers to their learning and progress. The number of records of concern related to friendships issues, falling out and confrontation with others points to a rise in social and emotional issues for a significant number of pupils. These challenges particularly affect disadvantaged pupils and are having an impact on levels of academic attainment. Our most recent GTT Pupil Survey information (July 2025) indicates that in most classes a significant number of pupils feel that Student/ Student Relationships are not positive.</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><b>Above national average attainment and progress.</b></p>	<p>End of KS2 data July 2027 will show that the combined RWM percentage for disadvantaged pupils is at least in line with national average.</p> <p>Disadvantaged pupils without identified additional learning needs entering KS2 at WTS in Sept 23 (Y3 baseline data) will have made accelerated progress to achieve EXS+ in July 2027</p>
<p><b>High reading, writing and oracy levels.</b></p>	<p>Staff surveys show that the structure and delivery of the CUSP reading curriculum is understood by all teachers &amp; TAs.</p> <p>Lesson visits and book scrutiny show the curriculum is being consistently delivered across all classes to all pupils.</p> <p>Those pupils at the earliest stages of reading access Little Wandle intervention to support their reading in class. These pupils access the curriculum fully as they have the reading skills needed.</p>
<p><b>High levels of independent learning and use of metacognitive skills.</b></p>	<p>All staff are confident in their understanding and use of a range of strategies developed through their work on the Great Teaching Toolkit &amp; the school's Metacognition Handbook.</p> <p>GTT Pupil Questionnaires show that all teachers outperform national average feedback rates for 'Activating Hard Thinking' elements.</p> <p>Pupils work and interviews demonstrate that 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 2027.</p>
<p><b>100% participation in learning across the curriculum.</b></p>	<p>GTT Pupil Questionnaires show that all teachers outperform national average feedback rates for Dimensions 2 &amp; 3.</p> <p>Pupil surveys and interviews show that they are clear about the routines for their classroom and they get the most out of their learning time.</p>

	Lesson visits show that time and resources are used effectively to maximise opportunities to learn. The timetable, lesson transitions and resources are organised to support this and help pupils become more independent learners.
<b>Access to learning for all SEND pupils across the curriculum.</b>	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.
<b>High levels of wellbeing and resilience.</b>	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.

## 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: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all staff understand the challenges of educational disadvantage and how to meet them in their role. We will ensure that all staff consider financial, social and cultural capital within this. We will fund PD so all staff understand the challenges and the school's strategy and their role within it.	EEF Guide to the Pupil Premium, Sept 2024.  'Addressing Educational Disadvantage in Schools and Colleges: The Essex Way'. Ed M.Rowland, Feb 2021.  Learning without Labels: Improving Outcomes for Vulnerable Pupils'. Ed M Rowland, Mar 2017.	1,2,3,4
Provide PD to ensure that all staff have a well-developed understanding of cognitive science	Approach based on cognitive science evidence relating the Cognitive Load Theory, use of	1,3,4

<p>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.</p> <p>Use Metacognition Leads to support colleagues to drive forward these improvements.</p>	<p>working and long-term memory and strategies used in the classroom to support this:</p> <p>Evidence Based Education Great Teaching Toolkit- Activating Hard Thinking Dimension 4.</p> <p>EEF 'Metacognition &amp; Self-Regulated Learning' guidance report.</p> <p>Recommendations 2 &amp; 6: plan/monitor &amp; evaluate and organise their learning.</p> <p>EEF 'Cognitive Science approaches in the classroom- a review of the evidence'.</p>	
<p>Improve the teaching of reading so that all pupils receive high-quality teaching that is sequenced and well-structured.</p> <p>Provide PD so that all staff confidently deliver the CUSP reading curriculum to ensure that all pupils are taught to read in a planned, sequenced and evidence-informed way.</p> <p>Use monitoring and assessment tools to check that all pupils can read for purpose and access the full curriculum so they are prepared for their next stage in education.</p> <p>Little Wandle phonics support is in place for all pupils at the earlier stages of reading.</p> <p>Increase the English Leadership Team to provide additional capacity to support these improvements.</p>	<p>DfE Reading Framework, July 2023.</p> <p>EEF 'Effective Professional Development' guidance report.</p> <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> <p>Evidence Based Education: Great Teaching Toolkit Evidence Review, June 2020.</p>	1,2
<p>Provide PD and support so that all staff have clear routines in place to maximise opportunities to learn and foster a supportive environment in all classrooms. Pupils can focus on content not process because routines are clear, well communicated, practised and embedded.</p> <p>Use a Learning Behaviours Lead to support colleagues develop consistency across school.</p>	<p>EEF 'Effective Professional Development' guidance report.</p> <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> <p>Evidence Based Education: Great Teaching Toolkit Evidence Review, June 2020.</p>	1,2,3,4

	EBE Great Teaching Toolkit Dimensions 2 & 3.	
<p>Use coaching to support all teachers to utilise effective strategies to support disadvantaged pupils with SEND e.g. adaptive teaching and explicit instruction for pupils with speech, language and communication needs.</p> <p>Use the MITA Scaffolding Framework to support TAs to reduce support given and 'step in and step out' appropriately to encourage independence.</p>	<p>EEF: Special Educational Needs in Mainstream Schools.</p> <p>Recommendation 3: Access to High Quality Teaching including the '5 a day principles'.</p> <p>Recommendation 5: Work effectively with Teaching Assistants.</p> <p>National Institute of Teaching: 'Mentoring and Coaching of Teachers: what can research tell us?', July 2023.</p> <p>Maximising the Impact of Teaching Assistants DISS and EDTA projects 2009 &amp; 2012.</p> <p>Deployment of Teaching Assistants EEF Guidance Report March 2025:</p> <p>Recommendation 2: Deploy TAs to scaffold learning and to develop pupils' independence.</p>	1,2,3,4

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of Little Wandle Rapid Catch up to support pupils at the earlier stages of reading by trained TAs.</p> <p>Use Little Wandle approaches within all classrooms to support the learning of those pupils at the earlier stages of reading.</p>	<p>EEF Improving Literacy at KS2' guidance report:</p> <p>Recommendations 6 &amp; 7: accurately diagnosing pupil needs and providing structured targeted interventions alongside whole class teaching.</p>	1,2,3
<p>Provide daily targeted maths support to focus on number skills and times</p>	<p>EEF 'Improving Mathematics in KS2 &amp; 3:</p>	1,2,3

table fluency through the use of White Rose Maths resources, Number Sense, Mastering Number and TT Rockstars.	Recommendation 7: Use structured interventions to provide additional support	
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## Wider strategies- High Quality Personal Development & Enrichment (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of ELSA support for pupils identified in need to help to develop emotional literacy skills (alongside oracy development work in class).	British Psychological Society: ELSA evaluation report. WELL Project evaluation of ELSA support in schools in West Cumbria 2021-22 and 2022-23. EEF 'Social and Emotional Learning' Guidance Report: Recommendation 1- development of self -awareness and expressing emotions.	2 and 4
Use of consistent relational approaches to support pupils respond to problems in ways that are in line with 'social norms' and are socially acceptable. Use of the Personal Development curriculum to help pupils develop their resilience to challenges.	EEF 'Social and Emotional Learning' Guidance Report: Recommendation 5- Reinforce SEL skills through whole-school ethos and activities.  EEF 'Improving Behaviour in Schools' guidance report: Recommendations 1-4: Proactive approaches to link behaviour, learning behaviours and SEL work together in school.  Growing evidence in school of pupils struggling to maintain focus, resilience and regulate their behaviours/emotions. Increased incidents of pupils refusing to work and avoiding challenge/risk taking since the pandemic.	2 and 4
Provision of well-planned and structured extra-curricular activities	Education Policy Institute: 'Access to Extra-Curricular provision and	3,4

<p>to support pupils cultural and personal development. Including:          6 x 2.5hrs Forest School sessions for all pupils.          Theatre experience for all pupils.          At least one local community activity per year group (e.g. beach clean, park litter pick, care home link, recycling project).          Provision of after school clubs that focus on teamwork, development of hands-on practical skills and engagement with nature.</p> <p>Use of Extra Curricular Provision          Lead to ensure there is equity of opportunity for all pupils.</p>	<p>the association with outcomes'.          Feb 24.</p> <p>Social Mobility Commission: 'An Unequal Playing Field'. July 19.</p> <p>EEF 'Improving Behaviour in Schools' guidance report.          Recommendation 1: Know and understand your pupils &amp; their influences.</p>	
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**Total budgeted cost: £90,000**

## Part B: Review of the previous academic year

This details the impact that our pupil premium activity had on pupils in 2024 to 2025.

### Overall Outcomes

Good progress     Average progress     Minimal progress

The progress of disadvantaged pupils in reading, writing and maths is now getting much closer to our stated intention. KS2 SATs results 2025 show an improvement in attainment rates for all areas for disadvantaged pupils. There has been significant improvement in the percentage of pupils achieving Expected Standard for reading, writing & maths combined and this is now much closer to the national figure and significantly above the local authority figure. Following the introduction of the CUSP reading programme the % of pupils achieving EXS in Reading increased in all year groups July 24-July 25. The end of KS2 SATs data and our in-school data for current cohorts indicates however that work is still to be done to increase the number of disadvantaged pupils achieving Greater Depth standard in writing and maths.

### Teaching

Good progress     Average progress     Minimal progress

There has been continued good progress in developing teaching across school. A structured and focused programme of professional development looking at evidence-informed approaches to improving teaching & learning is continuing to have a significant impact in all classrooms. Evidence from lesson visits indicates the focus on metacognition, retrieval and questioning is increasing its impact on pupils retention of and links made between knowledge. Visits, pupil interviews and surveys also indicate that there is strong understanding in many areas of the curriculum. Teachers are providing and pupils are using tools to support their ability to plan, monitor and evaluate their learning. The newly established PP Strategy Implementation team are beginning to increase the capacity to provide support and development to colleagues in the classroom.

### Targeted Academic Support

Good progress     Average progress     Minimal progress

There is continued growing evidence to show that pupils accessing phonics intervention support are making good progress and using skills learned to support their access to the curriculum. Once again there is compelling evidence through YARC assessments to show that pupils entering the school with a reading age below their chronological age make accelerated progress throughout school. Pupils engagement with times tables

focused work is high and this is beginning to show in an increase of pupils achieving EXS in the Y4 Multiplication Tables Check.

## Wider Strategies (Personal Development & Pastoral Support)

Good progress       Average progress       Minimal progress

Much effort and focused support has once again been provided to pupils experiencing challenges with social, emotional and mental health needs. This work has had a positive impact on most pupils. Attendance remains above the national average and is consistent for all groups. The schools ELSA, trained Decider Skills and Talk & Draw support staff have a positive impact on those pupils supported ensuring that they are accessing much more of their learning. Our specialist staff working within Treetops provide time, space and support for those children who may be experiencing the most significant challenges to accessing mainstream education. The Sanctuary provides dedicated space for pupils and parents/carers with a range of needs. This has ensured that the attendance and engagement of all groups is high, particularly for those pupils experiencing disadvantage or classed as vulnerable.

## 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
Emotional Literacy Support Assistants	ELSA Support
Decider Skills	The Decider
Draw and Talk	Drawing and Talking
The Big Question	Claire Grosvenor Consultancy
The Great Teaching Toolkit	Evidence Based Education