Ashfield Junior School
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 effect that last year's spending of pupil premium had within our school.

This overview should be read in conjunction with the school's Pupil Premium Policy

School overview

Detail	Data
School name	Ashfield Junior School
Number of pupils in school	218
Proportion (%) of pupil premium eligible pupils	14%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024 - 2027
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Andre Dourado
Pupil premium lead	Helen Flint
Governor / Trustee lead	Anne Swerling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,040
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£57,040

Part A: Pupil premium strategy plan

Statement of intent

Ashfield Junior School is committed to fostering ambition and achievement for all pupils, within a secure, happy and stimulating environment.

We hold high expectations for everyone, avoiding stereotypes that limit potential or assume uniform barriers to learning. Our provision is underpinned by our core values and our beliefs that there is no limit to learning for any child. Our unwavering focus is on delivering high quality teaching and learning experiences that meet the diverse needs of all students.

We recognise that each child is unique and has different needs which may change throughout their time in school. We believe in maximising the use of the pupil premium grant (PPG) by utilising a long-term strategy aligned to our School Improvement Plan. For this reason, we have developed this three-year plan which will run from 2024 – 2027.

We adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Our chosen approaches are research based, particularly from the Education Endowment Foundation (EEF) with high quality first teaching being the most important factor for improving outcomes and closing the disadvantage attainment gap, whilst benefitting all pupils.

Our responses to common challenges and individual needs are rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed.

To ensure they are effective, we will

- Ensure disadvantage pupils are challenged in the work they are set
- Act early to intervene at the point a need is identified

We believe in creating opportunities for Pupil Premium eligible children through extracurricular activities and assigning them meaningful roles within the classroom and school community, fostering a sense of belonging.

Our goal is to instil a lifelong passion for learning by offering a strong foundation in English and Mathematics, whilst also providing a diverse and enriching curriculum. Overcoming barriers to learning is at the heart of our PPG use. We understand that needs costs will differ depending on the barriers to learning being addressed. As such, we do not automatically allocate personal budgets per pupil in receipt of the PPG. Instead, we identify the barrier to be addressed and the interventions required, whether that be in small groups, large groups, the whole school or as individuals and we then allocate a budget accordingly.

Challenges

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

Challenge number	Detail of challenge
1	Oracy and Vocabulary Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps from Year 3 through to Year 6 are more prevalent among our disadvantaged pupils. We have also seen a large increase in the proportion of our disadvantaged children who are EAL1 or EAL2 when assessed using The Bell Foundation EAL Assessment Framework. This impacts directly on learning across the curriculum.
2	Reading Comprehension Assessments and observations indicate that some disadvantaged pupils do not make strong progress in reading across Key Stage 2. This impacts directly on their learning across the curriculum. 50% of the first 20% of readers are disadvantaged pupils.
3	Mathematics Assessments, observations and discussions with pupils indicate that attainment for some disadvantaged pupils is below those who are not disadvantaged (and in some year groups this is more significant) 50% of the first 20% of mathematicians are disadvantaged pupils.
4	Writing Assessments, observations and discussions with pupils indicate that attainment for some disadvantaged pupils is below those who are not disadvantaged.
5	Attendance Our assessments and observations indicate that high levels of absence for some disadvantaged pupils is negatively impacting their academic progress, emotional well – being and social interactions. Our analysis shows that some disadvantaged children and families need additional support to secure and sustain better attendance.
6	Social and Emotional Wellbeing and Mental Health Our assessments, observations and discussions have identified social and emotional / self confidence issues for some disadvantaged pupils. Pupils can lack independence, resilience and confidence to access learning eg lower

	tolerance of working and playing collaboratively, less well developed listening skills and attention span. This has resulted in significant knowledge gaps leading to some pupils falling further behind age – related expectations in core subjects (reading, writing, maths and oracy)

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
Improved oral language skills and vocabulary among disadvantaged pupils	Assessments and observations indicate significantly improved oral language amongst disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, pupil book studies and ongoing formative assessment
Improved reading attainment for disadvantaged pupils	KS2 reading outcomes by 2027 will show that 75% of disadvantaged pupils met the expected outcomes and / or their attainment is higher than the Hertfordshire average
Improved maths attainment for disadvantaged pupils	KS2 maths outcomes by 2027 will show that 75% of disadvantaged pupils met the expected outcomes and / or their attainment is higher than the Hertfordshire average
Improved writing attainment for disadvantaged pupils	KS2 writing outcomes by 2027 will show that 75% of disadvantaged pupils met the expected outcomes and / or their attainment is higher than the Hertfordshire average
Improved attendance of PP pupils to ensure they are attending 96% of school sessions.	Improvement in attendance data demonstrated by: - Average attendance of all pupils at least 96% and the attendance gap between disadvantaged children and their non-disadvantaged peers being less than 3% - The percentage of all pupils who are persistently absent being below 10% with the figure among disadvantaged children being no more than 15%
Achieve and sustain improved well-being for all pupils in our school, particularly our disadvantaged pupils	-Sustained high – levels of wellbeing demonstrated by pupil voice and teacher observations

Activity in this academic year 2025 - 2026
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: **£28,520** (approx. ½ of total budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teacher training – to improve High Quality Teaching and therefore attainment for all children	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them – see EEF tiered approach-quality teaching Professional Learning (PL): High Quality Teaching & Responsive Teaching strategies – teachers closing the disadvantage gap with expert teaching and ensuring participation from all pupils PL through the HfL Every Child Programme – providing more targeted feedback to ensure children know their next steps and can act on them PL delivered to all staff from outside professionals (e.g. Herts for Learning (HfL) Education consultants) Continue subscription to Herts Essentials Writing Scheme to improve writing outcomes & PL to ensure its success. Focus on development of English Vocabulary using Vocabulary Books Continue Subscription to Herts Essentials Maths Scheme to improve Maths outcomes & PL to ensure its success. Focus on use of Maths Vocabulary, further develop use of Maths Vocabulary Books & use HfL Maths Fluency slides regularly to promote mathematical discussion See also School Development Plan and Performance Management targets	1, 2, 3, 4,
HLTA / TA training in High Quality teaching to improve outcomes for all children	EEF tiered approach - teaching staff who feel skilled and confident leading an intervention will see better progress in the children's learning. PL: Use of EEF '5 a Day' materials specifically for TAs Reflection sheets & regular monitoring by SLT – for TAs new to the role	1, 2, 3, 4

	Continued PL for staff delivered by Maths and English subject leads Continued PL for staff to support EAL1 and EAL2 learners PL delivered to all staff from outside professionals (e.g. HfL Education consultants) See also School Development Plan and Performance Management targets	
Continue work on embedding the curriculum, including PL for teachers in monitoring & evaluating their subject and therefore improving children's outcomes	Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them – see EEF tiered approach-quality teaching Support from HfL Education and School Effectiveness Adviser (SEA) in monitoring, observing & evaluating subject improvement Staff PL by HfL Education in subject areas where staff lack subject knowledge (focus on new members of staff) Continued monitoring by the Senior Leadership Team and Subject Leaders to ensure the curriculum has high aspirations for those who are disadvantaged	1,2,3, 4,
Technology to enhance High Quality Teaching opportunities for all children	The EEF Guide to the Pupil Premium | EEF (educationendowmentfoundation.org.uk) The use of technology so that children can access across the curriculum and enhance the provision for their learning Continue to upskill teachers to deliver the computing curriculum confidently Additional technology - e.g. iPads Laptops/tablets/Chromebooks) available in each class to support disadvantaged children in e.g. completing homework tasks, using Google translate, accessing subject vocabulary Use additional technology (English education software) to support EAL1 and EAL2 children in the classroom and provide a bespoke online program that monitors their progress and adapts accordingly	1,2,3,4

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

Budgeted cost: **£14,260** (approx. ¼ of total budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Termly Pupil Progress Meetings identify reading, writing, maths & oracy interventions targeted at disadvantaged pupils who require further support *Teachers monitoring and adapting the interventions to ensure progress*	Interventions targeted at specific needs ending knowledge gaps can be an effective method to support low attaining pupils or those falling behind (EEF one to one tuition and use of TAs) Use of Year Group Provision Map for teachers to record termly targets and review of those targets PL for staff delivering specific, short – term interventions to ensure effectiveness of those interventions	1, 2,3, 4,
Close monitoring of data and interventions to ensure maximum progress is made by disadvantaged children, led by class teachers in the first instance	EEF – Quality First Teaching Increase teacher involvement in setting and monitoring children's progress towards their targets Use of Provision Map for teachers to record termly targets for disadvantaged pupils and review of those targets (moving towards pupils setting their own targets by summer 2026) Disadvantaged Children are the subject lead focus in any monitoring activity	1, 2, 3, 4
Phonics & Vocabulary sessions targeted at disadvantaged and vulnerable EAL pupils who require further phonics support	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Phonics | EEF (educationendowmentfoundation.org.uk) EAL children receive 3 x phonics sessions & vocabulary building sessions a week (TA employed for this purpose)	1, 2, 4
Provide a bespoke online programme for EAL chn so they can quickly develop their fluency in speaking English	The EEF Guide to the Pupil Premium | EEF (educationendowmentfoundation.org.uk) The use of technology so that children can access across the curriculum and enhance the provision for their learning	1,2

	Continue subscription to Flash Academy and provide PL for teachers new to the scheme	

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

Budgeted cost: **£14,260** (approx. ¼ of total budget)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Counsellor/FSW- available to Pupils & parents/carers *1-1* *group sessions* *whole class sessions* *staff/parent/carer training* *1-1 and/or group interventions to pupils delivered in-house*	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g. improved academic performance, attendance in school, attitudes, behaviour and relationships with peers): Social and emotional learning | EEF (educationendowmentfoundation.org.uk) Parental engagement | EEF (educationendowmentfoundation.org.uk) Counsellor works 1:1 to support children with mental health and/or trauma Family Support Worker (FSW) works with families/parents and/or children to support with parenting, attendance or 1:1 with children to support behaviour and attitudes to learning. SENCo, support staff and HT to support with children's wellbeing and self-esteem through mentoring/coaching interventions	5, 6
Afterschool clubs and residential trips funded / subsidised	Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes and better prospects in the workplace. Extra-curricular activities can contribute to the development of these skills https://www.suttontrust.com/our-research/life-lessons-workplace-skills/	5, 6

	Continue to offer a free term at an after-school club each year during their time at Ashfield Subsidise and/or school funded school trips so that children can take part on these enrichment opportunities	
Embedding principles of good practice set out in the DfE's guidance on working together to improve school attendance. This will involve training and release time for staff to develop and implement new procedures to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence. School work closely with the Local Authority Attendance Officer and Duty Team to improve attendance particularly for identified children who are persistently absent. The DfE's guidance is being implemented and is in line with the local authority's attendance policy which has been adapted by the school	5
Embedding principles of a therapeutic approach to manage behaviour. This will involve training and release time for staff to develop and implement new procedures	The School follow the HCC therapeutic approach to manage behaviour and to support children's social and emotional wellbeing. Behaviour interventions | EEF The DHT and SENCo attend annual refresher training on therapeutic training, which is disseminated to staff.	6
Embedding principles to support children's mental health and wellbeing. This will involve training for key staff and release time for staff to develop and implement new procedures	Promoting children's mental health and wellbeing is key to ensuring that children feel safe. A child with good mental health and wellbeing is more likely to improve attendance and attainment in school. Promoting children and young people's mental health and wellbeing - GOV.UK Support children's mental health and wellbeing with our… | EEF	5,6
Contingency Fund for acute issues	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	

Total budgeted cost: £57,040

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes October 2025

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

- We have analysed the performance of our school's disadvantaged children during the 2024/2025 academic year using KS2 performance data and our own internal assessments

There are significant attainment gaps between our disadvantaged and non-disadvantaged children in Reading, Writing and Maths & in the 3 subjects combined. However, our attainment gaps are lower than the Hertfordshire attainment gaps.

disadvantaged chn	non disadvantaged chn	Size of Herts attainment gap	Size of Ashfield attainment gap
EXS+ at RWM 57%	EXS+ at RWM 79.%	-30%	-22%
EXS + at reading 71%	EXS+ at reading 86%	-23%	-15%
EXS+ at writing 64%	EXS+ at writing 84%	-26%	-20%
EXS + at maths 71%	EXS + at maths 91%	-28%	-20%

Internal assessments indicate that attainment in writing is currently not on track to reach 75% by 2027

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Times Tables Rockstars	Maths Circle
Essentials Maths Scheme	Herts for Learning
Essentials Writing Scheme	Herts for Learning
BoomReader	Squirrel Learning
My Maths	Oxford University Press
Flash Academy	Learning Labs Ltd
Snap Science	Collins Hub

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?	