



Ashfield Junior School

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2023 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	219
Proportion (%) of pupil premium eligible pupils	12.7% PP 15.5% PP inc Service PP
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2024
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
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	£45105
Recovery premium funding allocation this academic year	£ 4785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£ 49890

Part A: Pupil premium strategy plan

Statement of intent

We target the use of Pupil Premium Grant funding to ensure that all pupils receive the highest quality of education enabling them to fully access the academic and wider curriculum. We recognise that disadvantaged children can face a wide range of barriers which may impact on their learning. Our aim is for all pupils to move successfully on to their forthcoming secondary education by:

- Enabling all pupils to access the full curriculum in school.
- Encouraging social interactions with peers.
- Reducing barriers to learning including by enhancing cultural capital.
- Narrowing the attainment gap between those on the Pupil Premium register and their non-Pupil Premium peers.
- Encouraging pupils to look after their social and emotional wellbeing and to develop resilience.
- Offering a wide range of opportunities to develop their knowledge and understanding the world.
- Ensuring all pupils receive a nutritionally balanced meal for lunch each day.

Challenges

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

Challenge number	Detail of challenge
1	Discussion with pupils and parents indicate a lack of cultural capital and enrichment opportunities preventing children from making meaningful links in their learning.
2	Pupil Premium status coupled with other vulnerable needs (e.g. SEN, CP, LAC)
3	Discussion with parents suggest that some families are unable to provide support for their children's learning, or are time poor.
4	Our attendance data indicates that PP attendance stood at 88.3% last year. 35% of our PP children had annual attendance of less than 90%
5	Discussions from parents with SENDCo and Mentoring staff suggest an increase in children with Social, Emotional & Mental Health concerns
6	Internal data and assessments indicate that there are achievement gaps as a result of interrupted education and / or disadvantage, especially in writing

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
<i>Pupils on the Pupil Premium register make rapid and sustained progress</i>	<ul style="list-style-type: none"> - Teachers are more involved with setting targets and interventions for their disadvantaged children (see evidence in Pupil Progress Meetings) and monitoring their progress carefully during time limited interventions - Teachers carefully plan the provision of disadvantaged children on the class provision map - Disadvantaged children's KS2 SATs results will be above the national scores for disadvantaged children and in line with Herts data
<i>Families will receive support to promote parental engagement and build up skills</i>	<ul style="list-style-type: none"> - An increase in take up at parenting workshops and use of the FSW - All parents of disadvantaged children attending parent consultation meetings
<i>Pupil Premium children will have a nutritionally balanced hot school meal.</i>	<ul style="list-style-type: none"> - Promotion of Free School Meals initiative will ensure that all those who are eligible can access free school dinners if they wish - School dinners will be nutritional and filling
<i>Improved attendance of PP pupils to ensure they are attending 96% of school sessions.</i>	<p>Improvement in attendance data demonstrated by:</p> <ul style="list-style-type: none"> - 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%
<i>Pupil Premium children have self – belief and a high level of aspiration and they feel secondary ready</i>	<ul style="list-style-type: none"> - Sustained high – levels of wellbeing demonstrated by pupil voice, pupil and parent questionnaires and teacher observations

Activity in this academic year 2023 - 2024

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Teacher training – to improve High Quality Teaching and therefore attainment for all children</i></p>	<p>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</p> <p>CPD: Use of EEF ‘5 a Day’ materials Reflection sheets & regular monitoring by SLT</p> <p>CPD: interventions – teachers taking more ownership of the interventions delivered for the children in their class</p> <p>CPD delivered to all staff from outside professionals (e.g. Herts for Learning (HfL) Education consultants)</p> <p>See also School Development Plan and Performance Management targets</p>	<p>1, 2, 3, 4, 6</p>
<p><i>HLTA / TA training in High Quality teaching to improve outcomes for all children</i></p>	<p>EEF tiered approach - teaching staff who feel skilled and confident leading an intervention will see better progress in the children’s learning.</p> <p>CPD: Use of EEF ‘5 a Day’ materials specifically for TAs Reflection sheets & regular monitoring by SLT</p> <p>CPD for staff delivered by Maths and English subject leads</p> <p>CPD delivered to all staff from outside professionals (e.g. HfL Education consultants)</p>	<p>1, 2,4, 6</p>

	See also School Development Plan and Performance Management targets	
<i>Continue work on embedding the curriculum, including CPD for teachers in particular subject areas to improve their subject knowledge and therefore children's outcomes</i>	<p>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</p> <p>Support from HfL Education and School Effectiveness Adviser (SEA) to complete curriculum design</p> <p>Staff CPD by HfL Education in subject areas where staff lack subject knowledge</p> <p>Monitoring by Subject Leaders to ensure the curriculum has high aspirations for those who are disadvantaged</p>	1,2,3, 4,6
<i>Technology to enhance High Quality Teaching opportunities for all children</i>	<p>The EEF Guide to the Pupil Premium EEF (educationendowmentfoundation.org.uk)</p> <p>The use of technology that children can access across the curriculum and enhance the provision for their learning</p>	1,2,3,6

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

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD for teachers to oversee targeted and time-limited interventions for reading, writing and maths that close specific gaps in learning</i></p> <p><i>Teachers monitoring and adapting the interventions to ensure progress</i></p>	<p>Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high-quality interactions they have with their classroom teacher both in and out-of-class.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1, 2,3, 4,6

<i>Close monitoring of data and interventions to ensure maximum progress is made by disadvantaged children, led by class teachers in the first instance</i>	EEF – Quality First Teaching Increase teacher involvement in setting and monitoring children’s progress towards their targets Subject lead focus in any monitoring activity	1, 2, 3, 6
Phonics sessions targeted at disadvantaged and vulnerable 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)	1, 2, 3,4, 6
Purchase new books for reading scheme (target at vulnerable pupils who are first 20% readers)	Part of a wraparound approach to reading access, so children can have 1 book at home and 1 at school, so there is not an issue of missing books or not having the book in school for reading time / reading intervention	1,2,3,6
Purchase manipulatives in Maths (target at vulnerable pupils who are first 20% Mathematicians) to ensure consistency in approach across school – including in lessons and in interventions	Research shows that when the use of concrete manipulatives and representations was examined, the evidence was stronger in support of concrete manipulatives. EEF: Improving Mathematics in KS2 & 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	1,2,6

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

Budgeted cost: £9890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Counsellor/FSW- available to Pupils & parents/carers</i> 1-1 group sessions whole class sessions staff/parent/carers training	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) Counsellors work 1:1 to support children with mental health and/or trauma	3, 4 . 5

	FSW work with families/parents and/or children to support with parenting, attendance or 1:1 with children to support behaviour and attitudes to learning.	
<i>Breakfast and after school club and residential trips funded / subsidised</i>	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/	1,3,4,5
<i>Contingency Fund for acute issues</i>	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: £49,890

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes July 2023

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Intended Outcome 1 – Children on the pupil premium register will make rapid and sustained progress

Reading was noted as a strength by Ofsted (June 2023 Graded Inspection) “Pupils enjoy reading. They are excited to share their books with other pupils. Phonics teaching is used effectively to support pupils who need extra help with their reading to catch up quickly. High-quality training supports staff to know what reading help to give. Consequently, pupils develop accuracy, fluency and confidence when reading.”

Work to improve adaptive teaching and so support all children to make progress was also noted by Ofsted...” most staff adapt their lessons well around pupils’ needs”.

Y6 published SATs data indicates that the attainment gap between PP and non-PP children did not close in 2022/23:

SATs results overall 2023:

Reading WTS 21% EXS+ 75% GDS 28%

Maths WTS 17% EXS+ 79% GDS 34%

Writing WTS 15% EXS+ 81% GDS 19%

Attainment for PP children 2023:

Reading WTS 42% EXS+ 50% GDS 8%

Maths WTS 42% EXS+ 50% GDS 8%

Writing WTS 33 % EXS+ 42% GDS 8%

The PP data is for 12 children. 1 did not sit the tests, 1 joined 2 weeks before tests, 1 child joined the school in summer Y5 with no English. It does not reflect the progress made by disadvantaged children, which was generally in line with their KS1 starting points.

Next Steps:

- Continue work on High Quality teaching strategies for teachers (using EEF ‘5 a day’ activities) to ensure all children receive excellent adaptive teaching
- Work with support staff on HQT strategies so that interventions are similarly adaptive
- Support from HfL Education to improve the curriculum offer
- Continue work on embedding the curriculum, including CPD for teachers in particular subject areas to improve their subject knowledge
- Maths and English Leads to provide support staff with CPD
- Create & follow monitoring timetable to ensure all subject leads are checking the progress of PP children in forensic detail

Intended Outcome 2 - Families will receive support to promote parental engagement and build up skills

Using online and phone parents evenings has helped engage more parents as they then do not need to take time off work or find babysitters. Use of the FSW has helped some of our children who found it hard to return to school routines after lockdown. FSW has also provided parenting courses online such as online safety and mental health.

Next Steps:

- Consider ways to support 'hard to reach' families, particularly around homework and attendance

Intended Outcome 3: Pupil Premium children will have a nutritionally balanced hot school meal.

Headteacher continues to work with our catering company to adapt the menu to cater for children's preferences. Monitoring through School Council shows a greater percentage of children are happier with the food choices, but those last to lunch sometimes report that they do not get their first choice of food

Next Steps

- Use catering company to support in Food Technology lessons to widen the appeal of their food
- Ensure year groups rotate daily so everyone gets their first choice of food and that the last year group is offered 'seconds' of any leftover food
- Half-termly theme days to encourage more children to have a hot school meal

Intended Outcome 4: Improved attendance of PP pupils to ensure they are attending 96% of school sessions.

PP attendance stood at 88.3% at the end of June 2023 and has dropped from the previous year (90.1%)

Much tighter monitoring by the headteacher - including 'check in' calls on first day of absence, follow up daily calls, parent meetings at school/home and advice from Local Authority Attendance Officer (LAAO). Individualised approach to attendance (e.g. EBSA, ESMA, FSW). Headteacher meets with some parents where attendance is a concern. All parents receive termly RAG letters on their child's termly attendance. Attendance support plan in place for children with severe attendance or at risk of severe attendance (below 50%). Certificates to celebrate improvements in attendance are highly prized by some children.

Next steps:

- Inform parents about the Fixed Penalty Notices (FPN)
- Issue FPN in line with the Attendance Policy

Intended Outcome 5: Pupil Premium children have self – belief and a high level of aspiration and they feel secondary ready

Ofsted (June 2023) noted that... "the well-planned PSHE curriculum supports pupils to have the tools, skills and knowledge to be responsible future citizens. As part of this curriculum, pupils have the opportunity to develop their aspirations for the future by studying inspirational and relevant people, for example Marcus Rashford." This shows that our work on 'Compass for Life' has been embedded throughout the school

Ofsted (June 2023) "Transition to and from the school is carefully considered. Leaders ensure that pupils feel welcome when they arrive by having a 'buddy'. It is the buddy's responsibility to show them around and make them feel welcome. Transition of responsibilities within the school is also considered. Year 6 pupils train year 5 pupils to become sports leaders before they leave the school. This develops their confidence in being good role models before they move to secondary school." This shows how some of our transition work to support

Y7 pastoral teachers came into school to support Y6 children with transition and the most vulnerable children were able to attend sessions at their chosen secondary school.

Next Steps

- Ensure teachers are discussing North Star aspirations as they complete pupil passports
- Break down the North Star aspiration, particularly for Year 6, so they can see more clearly that what they are learning now will support them in the future
- Make curriculum links across subjects so that children can see the relevance of what they are learning in school
- Consider using a 'family group' system linked to houses so that Year 3 children feel more integrated into whole school life faster
- Monitor Year 6 responsibilities to ensure that every child has had the opportunity to lead across the academic year

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
Times Tables Rockstars	Maths Circle
Essentials Maths Curriculum	Herts for Learning
PA+ English Planning	Herts for Learning
BoomReader	Squirrel Learning
My Maths	Oxford University Press

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?	

