

Pupil premium strategy statement – Ashbrook 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	173
Proportion (%) of pupil premium eligible pupils	55 (32.8%)
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)	2024 - 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Beth Johnstone (Deputy Headteacher)
Pupil premium lead	Beth Johnstone
Governor / Trustee lead	Ken Macnamara

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£74,916.66
Pupil premium funding carried forward from previous years	£ 0
Total budget for this academic year	£74,916.66

Part A: Pupil premium strategy plan

Statement of intent

At Ashbrook Junior School, a key part of our vision statement is that: 'Ashbrook is a place for all: everyone belongs; everyone values; and everyone achieves'. One of our six, key values which run as 'golden threads' through everything at Ashbrook is equality. We believe that all children, irrespective of their background or of any other challenges they may face during their time with us, should have the opportunity to make good progress and achieve highly across the curriculum.

The equality of opportunity is also extended to our Personal Development and Enrichment offer where we feel that equity in all opportunities is essential. We work to ensure that there are no barriers to these opportunities and that there is consideration made to support children to have access to opportunities they wouldn't otherwise be able to have.

Our approach to both opportunities to succeed through our curriculum and through personal development are child centred and grounded by the principles of fairness. Oracy is a key focus for the school and we aim for children to develop the confidence to leave us being able to speak with confidence in a variety of settings. Children's views are collected and form the basis of decisions made.

Assumptions around disadvantage are not made at Ashbrook Junior School. Instead, support is offered according to robust assessment. High quality teaching is the centre of our approach and there is a clear focus on the needs of disadvantaged pupils within all lessons. All teachers take responsibility for this provision, including making sure that appropriate challenge and support is available in all lessons; interventions are appropriate, timely and reviewed regularly; and opportunities are for all so that no child is disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Attainment on entry to our school for all year groups shows a significant gap between attainment in Reading of disadvantaged pupils compared to their peers. In some year groups there is a gap of 40% on entry. This is also shown by a gap in Reading Fluency data.

2	Attendance records show that the majority of children at Ashbrook Junior School with persistent absence or at risk of persistent absence are disadvantaged. Work is being undertaken with each of these children and families to support children to attend school more regularly.
3	The wellbeing of pupils (as measured by Leuven Scale data on entry and termly, observations and discussions with children) shows that the wellbeing of disadvantaged children is (on average) lower than their peers. Interventions to support these pupils are ongoing.
4	There is a significant gap in Writing attainment data for disadvantaged pupils compared to their peers. It is apparent from both Reading assessment data, spoken English and from writing assessment that some disadvantaged pupils have a more limited vocabulary range compared to their peers.
5	Our pupil voice shows that disadvantaged pupils have less opportunities to develop their cultural capital, including social awareness and confidence in speaking publicly and expressing themselves fully is limited on entry to our school.

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
1) The gap between disadvantaged children and their peers in Reading attainment will be narrowed with more disadvantaged children achieving the expected standard.	More disadvantaged pupils will achieve the expected standard for each year group in Reading. This will enable the gap between disadvantaged children and their peers to narrow and for all children to be able to appropriately access written curriculum content.
2) Numbers of children with persistent absence and those who are at risk of persistent absence will reduce, particularly disadvantaged pupils.	Children with persistent absence or at risk of persistent absence will be supported to attend school more regularly. A clearer understanding of barriers to school attendance will be made with an appropriate approach used to meet the needs of all children.
3) Children will be appropriately supported and action taken so that the wellbeing of all children (and in particular disadvantaged pupils) improves.	Children will be supported in school and alongside other agencies if needed so that the wellbeing of disadvantaged pupils improves. Data such as the Leuven scale data, observations and pupil voice will show that wellbeing has improved for disadvantaged pupils so that it is in line with their peer group.

<p>4) Disadvantaged pupils will make greater progress in Writing so that they can write with confidence and Writing attainment data improves so that disadvantage pupils' writing is in line with their peer group.</p>	<p>Children will receive targeted support within lessons and as part of interventions so that they are able to make progress to the expected standard or higher. Teachers will have the skills to support children to make greater progress with bespoke plans.</p>
<p>5) Disadvantaged pupils will experience a wide range of enrichment opportunities so as to improve their vocabulary and cultural capital. Oracy will be a clear focus so that children are able to articulate themselves in front of a range of audiences.</p>	<p>A broad enrichment programme will be established and appropriately tracked to ensure all disadvantaged pupils receive appropriate provision. Oracy will be central to the curriculum and appropriate CPD will be provided so that teachers are able to support with the development of vocabulary and oracy.</p>

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of phonics scheme validated by the DfE and additional online resources to support children to catch up on phonics and support the development of reading fluency.</p>	<p>There is strong evidence that an appropriate synthetic phonics scheme can make a significant difference to the fluency of reading. Validated schemes have been checked to have impact and are approved by the DfE. EEF phonics toolkit guidance about synthetic phonics DfE validated phonics schemes</p>	<p>1, 4</p>
<p>Purchase of additional phonically decodable books, including those aimed at older readers to ensure that books are appropriately</p>	<p>Using books that are appropriately matched to a child's stage of phonics can support their ability to learn to decode. Encouraging those children who have struggled with phonics at KS1 to continue to read and to</p>	<p>1</p>

<p>matched to the needs of children.</p>	<p>develop their fluency as they join KS2 is important to support their development and access to the curriculum.</p> <p>EEF supporting children to decode</p> <p>EEF phonics toolkit guidance about synthetic phonics</p>	
<p>Provide CPD to support teachers and TAs in their understanding of how to support the development of Reading Fluency.</p>	<p>There are a number of techniques which can be used to support the teaching of reading fluency. Investing in CPD for teachers and TAs will allow these techniques to be used across the school and benefit all children.</p> <p>Reading fluency toolkit EEF</p>	1
<p>Embedding the teaching of and opportunities for oracy across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Teaching and Learning Toolkit EEF</p>	5
<p>Enhancement of our English (and in particular Writing) teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access CPD.</p>	<p>A key focus on the writing sequence and appropriate feedback in order to support children's writing and for this support to be appropriate and timely will support targeted children within each class including disadvantaged pupils.</p> <p>Improving Literacy at KS2 EEF</p>	4
<p>Improve the quality of PSHE in order to support pupils wellbeing and cultural</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life</p>	3

capital. This will include the purchase of a new scheme for both PSHE and RHSE and also CPD to ensure that staff members are confident in using this.	(e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition for pupils in need of additional support, delivered in addition to, and linked with, normal lessons. Tutoring will be implemented with the help of DfE's guide: Tutoring: guidance for education settings	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1, 4
Focused fluency support reading daily 1-1 with children reading below 90 words per minute of age-appropriate text.	Small group 'Reading Theatre' and 1:1 support with reading daily is proven to be an effective intervention strategy for Reading Fluency. Reading fluency toolkit EEF	1
Individualised online targeted support using the Learning by Questions programme to develop reading comprehension skills and grammar knowledge to support writing.	Using digital technology which is bespoke to the needs of each child can enable adaptation to meet the needs of pupils more quickly and support their progress. Using digital technology to enhance learning EEF	1, 4

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

Budgeted cost: £36,916.66

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Personal development Accessing extra-curricular opportunities and residential experiences</p>	<p>Research suggests that there are enabling character traits which can improve educational attainment, engagement with school and attendance. A literature review for the Education Endowment Foundation and Cabinet Office found that:</p> <ul style="list-style-type: none"> • High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work; • Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement; • Good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels; and • Having good coping skills (part of being able to bounce back) is associated with greater well-being. <p>Other studies have suggested that:</p> <ul style="list-style-type: none"> • schools which develop character well help drive equity and social mobility for their pupils (DfE Character Education) 	<p>3, 5</p>
<p>Support for emotional health and wellbeing</p>	<p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker social and emotional learning skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower social and emotional learning skills are linked with poorer mental health and lower academic attainment.</p> <p>Social and emotional learning interventions in education are shown to improve these skills and are</p>	<p>3, 5</p>

	therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. EEF EEF Social Emotional Learning	
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Total budgeted cost: £74,916.66