

Pupil premium strategy statement – Ashbrook Junior School

This statement details our school's use of pupil premium (and recovery 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	167
Proportion (%) of pupil premium eligible pupils	46 27.5%
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)	2023-2024 2024-2025 2025-2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	George Smith
Pupil premium lead	Lauren Richards
Governor / Trustee lead	Glyn Stenson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68120
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>	£7540
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>	£75660

Part A: Pupil premium strategy plan

Statement of intent

At Ashbrook Junior School, our ultimate objectives, in-line with our school development plan, are to:

1. To develop a curriculum that is coherently planned and sequenced towards cumulatively sufficient knowledge and skills; Teaching is designed to help learners to know and remember more and to integrate new knowledge into larger concepts.
2. To develop a rigorous approach to the teaching of reading that develops confidence and a culture of reading for pleasure. To develop our children's oracy skills.
3. To ensure our leaders at all levels are focused on improving their own and staff's subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum. Leaders at all levels are able to articulate the rationale for their subject planning and sequencing.
4. To ensure that PD opportunities are coherently mapped out at the beginning of the academic year and monitor pupil participation, and target children who are not engaging.

At Ashbrook Junior School, we believe that confident children are successful learners. Opportunities to gain confidence are built into our curriculum and all successes are celebrated. Through our knowledge-led curriculum, we work to develop our children's love of learning and their ambitions for the future. We aspire for the children of our school to leave us as independent, knowledgeable and responsible citizens of Borrowash, Derbyshire and the World.

Ashbrook is a place for all: everyone belongs; everyone is valued; and everyone achieves.

Our values are 'golden threads' that run through everything we do at school. We have six values as follows:

- Respect
- Responsibility
- Creativity
- Kindness
- Aspiration
- Equality

Challenges

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

Challenge number	Detail of challenge
1	Retention of knowledge and difficulties with retrieving prior knowledge.
2	Little to no planned opportunities to increase cultural capital and not all pupils accessing personal development opportunities.
3	Lower than expected starting points upon entry for phonics. Little confidence to read aloud and reading for pleasure is lacking.
4	Lower attendance percentages linked to challenges with EHWP and readiness to attend school.
5	Lacking age-related skills of resilience, perseverance, independence and confidence.

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
To have a planned curriculum which is cross-curricular to allow opportunities for making links between learning, where reading is at the heart of the curriculum	<ul style="list-style-type: none"> • Pupils know and remember more • Pupils are enthused by learning • Pupils can make connections between taught learning • Pupils attitudes and behaviour for learning is outstanding • Pupils are prepared for life after AJS
To increase cultural capital across the school and planned opportunities where all pupils participate	<ul style="list-style-type: none"> • Pupils have the opportunity to visit religious places of worship and museums as part of their planned curriculum • Pupils recognise diversity within the wider community (DEIB) • Pupils have context for their learning • Pupils have exposure to other opportunities in their later life
To increase confidence of pupils when public speaking	<ul style="list-style-type: none"> • Pupils are able to confidently speak publicly • Pupils are able to access job opportunities and higher education
To have planned opportunities for pupils to share their reading with their peers	<ul style="list-style-type: none"> • Pupils enjoy reading without being asked to read and are able to recommend books to each other. • Pupils can talk confidently about their book and favourite author.

	<ul style="list-style-type: none"> • Pupils enjoy reading. • Reading fluency increases. • Progress data is good or better and therefore higher education and job opportunities are increased
To create a culture that everyone is a leader	<ul style="list-style-type: none"> • Pupils have responsibility for leadership as learners • Teaching assistants have received quality CPD in order to provide high quality intervention for pupils • Progress data is good or better and therefore higher education and job opportunities are increased for pupils • All stakeholders are aware of the importance of attendance and PP attendance is lower than non-PP

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: £ 21700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Cross-curricular approach to T&L</p> <p>Progression within the foundation subjects</p>	<p>Internal moderation of planning alongside book study and pupil voice.</p> <p>Whole-school planning that focuses on high-quality teaching requires the support factor of sustained professional development. Focused spending on improving teaching in the coming year may include training and support for early career teachers in particular. Areas such as effective remote teaching may need to be revisited in professional development, thereby ensuring effective remote curriculum provision should unplanned school closures occur.</p> <p>https://tinyurl.com/3tyjt3jk</p>	1, 5
Effective CPD for staff to support leadership of the curriculum	<p>Promoting effective professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p>http://tinyurl.com/mw84x8sa</p>	1, 2, 3, 5

Time tabling whole class story, individual reading time and oracy	'Poorer pupils gained 1.5 years' worth of learning with a very effective teachers, compared with 0.5 years with less effective teachers' – Sutton Trust (2014)	
Professional development for teaching assistants Development of phonics provision	Investing in professional development for teaching assistants to deliver structured interventions can be a cost-effective approach to improving learner outcomes due to the large difference in efficacy between different deployments of teaching assistants. http://tinyurl.com/5efdh339	1, 5
Increasing cultural capital	Visiting museums and galleries provides children with immersive and rich learning experiences that help spark their imagination, while allowing them to develop their critical thinking and better understand the world around them. http://tinyurl.com/2p9jm835 The learning potential of field trips is particularly pronounced for children who do not have religious experiences in the family (Riegel and Kindermann Citation2016). Effective field trips require prior learning to establish an explanatory framework within which the particular place embodies a concept from the religion (Teece Citation2010) and for pupils to relate affective experience to their learning about the religious concept (Kindermann and Riegel Citation2010).	1, 2
Participation in Arts	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Overall, the average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress. Improved outcomes have been identified in English, mathematics and science. Benefits have been found in both primary and secondary schools. https://tinyurl.com/2ue7cytt	1, 2, 5
Reading for pleasure	Purposeful speaking and listening activities support the development of pupils' language capability and provides a foundation for thinking and communication. Purposeful activities include: <ul style="list-style-type: none"> • reading books aloud and discussing them; 	1, 3

	<ul style="list-style-type: none"> • activities that extend pupils' expressive and receptive vocabulary; • collaborative learning activities where pupils can share their thought processes; • structured questioning to develop reading comprehension; • teachers modelling inference-making by thinking aloud; and • pupils articulating their ideas verbally before they start writing. <p>Fluent reading supports comprehension because pupils' cognitive resources are freed from focusing on word recognition and can be redirected towards comprehending the text.</p> <p>https://tinyurl.com/m7jfe4da</p>	
Timetabled oracy time and school events to showcase this	<p>On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress.</p> <p>http://tinyurl.com/2s3u3wuk</p>	

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

Budgeted cost: £ 35018

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA led interventions linked to the planned curriculum Phonics interventions	<p>Teaching assistants can provide a large positive impact on learner outcomes.</p> <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>EEF</p> <p>http://tinyurl.com/htmeezs2</p>	1, 3

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

Budgeted cost: £ 18950

Activity	Evidence that supports this approach	Challenge number(s) addressed
Personal development Accessing extra-curricular opportunities and residential experiences	<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>	4, 5

	<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 <p>(DfE Character Education)</p>	
EHWB support	<p>Internal study of behaviour for learning and supporting attendance.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The efficiency of all approaches should be carefully monitored.</p> <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are 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.</p> <p>EEF https://tinyurl.com/4jnc8vwh</p>	1, 4, 5

Total budgeted cost: £75668

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Year 6 end of KS2 data is something to celebrate.

	All Year 6 (%)	Pupil Premium (%)	National Average Pupil Premium (%)
Reading	74	66	60
Writing	77	67	58
Maths	92	81	59
Combined	79	62	44

Our Pupil Premium children achieved well above the national average for Pupil Premium in Reading, Writing, Maths and Combined.

NTP funding contributed towards tutoring for some of our year 6 pupils and ensured that they were able to meet their expected outcomes and staff acknowledged that this small group tuition supported confidence for those pupils both in class and during their end of KS2 assessments. 3/5 groups were led by teachers and 2/5 groups led by an experienced teaching assistant.

Attendance and Safeguarding Lead continued to work alongside all of the teaching team to ensure that our pupils and their families were supported to be able to attend school. She liaised with outside services and made referrals for pupils who required additional support with EHWP and financial support. Nat Coxon, youth worker, provided her services and ran wellbeing sessions for individuals and groups.

Our Living Our School Values assembly continued to be a success to celebrate achievements both in and out of school. Attendance to this by parents/carers is the most attended event of the week across school.

Enrichment opportunities were well attended by pupils.

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
Bug Club Phonics	Active Pearson
Reading Eggs	3P Learning

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
Pupils received quality first teaching and in class support as required and have had support with their EHWP from out attendance and safeguarding lead.
The impact of that spending on service pupil premium eligible pupils
<ul style="list-style-type: none">• Greater resilience from learners and more confident in sharing learning• EXS or above in data for this group of learners