

Pupil premium strategy statement – Aughton Junior Academy

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
Academy Name	Aughton Junior Academy
Number of pupils in school	145
Proportion (%) of pupil premium eligible pupils	37%
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 2025
Date on which it will be reviewed	SEPTEMBER 2025
Statement authorised by	T. Tomlinson, Principal
Pupil premium lead	T. Tomlinson, Principal
Governor / Trustee lead	L. Hague

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,412
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£83,412

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas, with a focus on the core subjects of reading, writing and maths. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Additional reading opportunities for disadvantaged children, specifically boys, is a current focus to enable them to keep up – current data shows these pupils often are working within or below age related expectations, with specific needs related to understanding of vocabulary and comprehension.

Working memory has been identified as an area of weakness for many of our pupils. We have built in opportunities for developing short term memory skills as well as long term retention of knowledge through short, daily activities.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment Gaps Disadvantaged pupils progress (particularly boys) is lower than typical when compared to non-disadvantaged pupils.</p> <p>Assessment, data analysis, observations and discussions with pupils and families suggest that disadvantaged pupils generally have a greater difficulty achieving age related expectations in reading, writing and maths. This is compounded by the low level of parental engagement with these pupils e.g. lack of support and encouragement for completion of homework, spellings, times tables and home reads. This may also be linked to low parental confidence as many of our families have parents who struggled at school themselves.</p>
2	<p>Reading Attainment</p> <p>Assessment, reading trackers, observations and pupil voice evidences that disadvantaged pupils enter school with lower levels of reading ability in FS2. This links heavily to the low levels of engagement, underdeveloped oral language and limited vocabulary. Subsequently, these pupils struggle with comprehension activities as they are not regularly exposed to a range of reading texts and genres, and have a limited understanding of the language in the texts. They also have limited experiences outside of their local area which means it is harder for them to relate to the themes of the texts and make links between them.</p>
3	<p>Behaviour and Emotional Resilience</p> <p>Observations, teacher and pupil voice and behaviour logs suggest that disadvantaged pupils have difficulty managing their emotions which leads to dysregulation and difficulties controlling their behaviour and impulses. This could be due to a lack of parental engagement at home, consistent expectations and enrichment opportunities. These challenges particularly affect disadvantaged pupils and has an impact on the learning behaviours in class and overall attainment. Linked to this, observations and assessments have identified difficulties with concentration and focus in school.</p>
4	<p>Attendance and Punctuality</p> <p>Regular punctual attendance is a challenge for a small minority of our disadvantaged pupils. For persistent absence to be reduced year on year and for attendance to be in line for all pupils against the national average.</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
Reduce gaps within attainment across reading, writing and	<ul style="list-style-type: none"> • Early identification on entry to FS2 to identify S&L barriers for early intervention.

<p>maths for disadvantaged pupils</p>	<ul style="list-style-type: none"> • The oracy of pupils through speaking and listening is prioritised to accelerate the progress of pupils as part of quality first teaching and discrete 'Talk Time' sessions, particularly in reading and writing. • All children's progress tracked termly at formal assessment points using a triangulation of data for reading, writing and maths. With high impact intervention sessions delivered to ensure identified gaps are addressed. • Through a challenging and personalised curriculum design, there are opportunities for overlearning and frequent revisiting of prior learning through a spiralised approach to ensure concepts are embedded and pupils can apply their knowledge. • SEND/Inclusion lead to work collaboratively with all staff to ensure assessments are accurate and swift, effective intervention is implemented to accelerate progress and address gaps in learning. Through effective deployment of all staff through wave 1, 2 and 3 provision. • SEND/Inclusion lead to deliver targeted CPDL to reflect the needs of the pupils and subject knowledge development of all staff in the academy. This may be tailored to specific areas and groups of staff. • The academy to work in partnership with parents and carers to ensure programmes are delivered at home by delivering workshops for parents, particularly around the teaching of mathematics in line with the calculation policy. • All pupils are making at least 6 steps progress and those who are not working at the expected standard are making more than expected (6+ steps). • KS2 outcomes for all pupils in 26/27 show that disadvantaged pupils are achieving in line with their peers and the national average to meet the expected standard, with an increase in the proportion of pupils achieving greater depth by the end of KS2 improving year on year.
<p>To ensure all pupils can read fluently by the end of KS1 and sustain reading progression to meet the expected standard by the end of key stage 2.</p>	<ul style="list-style-type: none"> • All pupils enter KS2 and can apply their phonics knowledge to read with 95% on age related reading texts in KS2. • All pupils accessing the ACET Phonics programme will be tracked half-termly with high impact catch up sessions delivered to ensure identified gaps are addressed. • Home school reading books are matched by class teachers with the phonics phase being taught to ensure reading fluency is prioritised. • Barriers which prevent a delay in the ability to acquire phonics knowledge and the ability to decode are identified and addressed through timely interventions. • Disadvantaged children get the opportunity to read more frequently to an adult in the academy. • Pupils are able to use subject-specific language when recalling their learning with increasing consistency. • 100% of pupils at the end of FS2 score 20+ on the 2022 PSC. • 100% of pupils pass the national expectation PSC at the end of Y1 with a large proportion scoring 40 marks.

	<ul style="list-style-type: none"> • 100% of pupils score 40marks by the end Y2 PSC. • Children demonstrate good comprehension of what they have read in reading lessons, end of the day class texts and English reading into writing lessons. • Children are listened to read regularly by adults in school and is evidenced in pupil planners. • Parent read regularly with children at home and achieve the 'five reads' target. • Children who are not supported at home are prioritised for regular 1:1 reading and evidenced in planners. • Pupil voice and teacher tracking evidences a 'love of reading'. • All pupils are making at least 6 steps progress and those who are not working at the expected standard are making more than expected (6+ steps). • FS2, KS1 and KS2 attainment in reading to be at least in line with the national average with an increase in the proportion of pupils achieving greater depth by the end of KS2 improving year on year.
<p>To achieve and sustain improved levels of behaviour for learning and emotional resilience in our school, particularly for disadvantaged pupils.</p>	<ul style="list-style-type: none"> • Sustained high levels of behaviour for learning by 26/27 demonstrated by: • Qualitative data from student voice, student and parent questionnaires and teacher observation. • Significant reduction in disruption to learning through effective classroom strategies and learning is differentiated to meet the needs of all pupils with appropriate challenge. • Aughton Aspirations to support disadvantaged pupils experience enrichment opportunities, which they would usually not be able to access, and develop their social confidence. • Significant increase in participation in enrichment activities, particularly among disadvantaged pupils by developing a comprehensive lunchtime and after-school club programme by the end of 2025. • Observations, pupils voice and surveys evidence that children are better able to deal with emotional dysregulation and de-escalation techniques successfully to deal with any issues. • Disadvantaged pupil attendance to be in line with all pupils by 2027. • Persistent absence for disadvantaged pupils to reduce and be in line with peers and the national measure by 2027. • SEND/Inclusion manager to deliver targeted CPDL for all staff to support pupils with regulating their own emotions and attitudes to learning. • Curriculum plan development to ensure learning is encoded from the short-term memory to the long-term memory with opportunities for rehearsal of retrieval effectively planned for all pupils to demonstrate the core knowledge that has been acquired.

To improve punctuality and attendance	<ul style="list-style-type: none"> • Whole academy attendance to be in line with the national average by 2027. • Disadvantaged attendance to be in line with all pupils by 2027. • Persistent absent to decrease with each year and be at least in line with local and national average. • Persistent absence to be significantly below the national measure by 2027.
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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: £41 706

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding oracy through speaking and listening across all aspects of academy life. These will support pupils to articulate key ideas, consolidate understanding and extend vocabulary.	EEF Oral Language Interventions <ul style="list-style-type: none"> • Robust CPDL with monitoring and evaluation of the impact. • To embed oracy as part of high-quality classroom discussion and practice. • Strong evidence base for high impact on reading. 	1 and 2
Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance. Fund teacher release to embed key elements of the guidance in the academy through CPDL (including teaching for Mastery training).	EEF Improving Maths in the Early years and Key Stage One EEF Improving Mathematics in Key Stages 2 and 3 <ul style="list-style-type: none"> • The DFE non-statutory guidance has been produced in conjunction with the National Centre of Excellence in the Teaching of Mathematics, drawing on evidence-based approaches. 	1
Continued subscription of a DFE validated	EEF Phonics	1 and 2

<p>Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils.</p> <p>Release time for Early Reading Leader to monitor phonics and early reading provision.</p>	<ul style="list-style-type: none"> Phonics approaches have a strong evidence base that indicates a positive impact on word reading, particularly for disadvantaged pupils to close the attainment gap. <p>EEF Improving Literacy in KS1 Recommendations 3 & 8</p> <ul style="list-style-type: none"> Robust training programme/ monitoring /evaluation of phonics teaching. Continue to embed consistent approach to the teaching of phonics through the ACET SSP. Weekly CPDL to secure the consistency and impact of highly structured interventions. 	
<p>Release time for SENDCo to monitor provision for pupils with SEND.</p>	<p>EEF Improving Literacy in KS1 Recommendations 7 & 8</p> <ul style="list-style-type: none"> Regular class support to model effective strategies to address identified SEND barriers. Regular support to ensure ALL teachers embed inclusive practice within their delivery of Quality First teaching. Structured approach in the delivery of interventions to meet the needs of pupils with SEND, including assessment and evaluation of impact. 	<p>1, 2, and 3</p>
<p>Purchase of additional reading resources.</p>	<p>EEF Improving Literacy in KS1 Recommendations 3 & 4</p> <ul style="list-style-type: none"> Continue successful implementation of ACET Phonics. Additional books/resources purchased to match and supplement the ACET Phonics Programme. Promotion of reading for pleasure through additional library resources. Using pupil voice to enhance the texts available based on children's interests. 	<p>1, 2 and 3</p>

	<ul style="list-style-type: none"> • Purchase of additional reading resources to develop reading comprehension Y2-Y6 • Books purchased to support reading across the curriculum. 	
Additional HLTA appointed to deliver cover for curriculum monitoring as well as timely interventions.	<p>EEF Improving Literacy in KS1 Recommendation 8</p> <ul style="list-style-type: none"> • Purchase of additional mental maths resources to identify and develop mental maths gaps and skills – numbersense programme for number and times tables. • Purchase ‘5 Minute Box’ resources to address poor retention of English and maths basic skills • A small number of pupils require additional targeted support to develop speech and language, English and maths basic skills. • Small group intervention support in place which is regularly reviewed in line with formal assessment points, SEND evaluations and reviews. 	1 and 2
SENDCo/Inclusion Manager to support all staff to effectively differentiate and meets the needs of all pupils through quality first teaching, wave 1, 2 and 3 provision, and the intervention timetable deployment of staff members.	<p>EEF Special Educational Needs in Mainstream Schools</p> <p>EEF Teaching Assistant Interventions</p> <ul style="list-style-type: none"> • Create a positive and supportive environment for all pupils without exception. • Schools should aim to understand individual pupil’s learning needs using the graduated approach of the ‘assess, plan, do, review’ approach as best practice. • Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has higher impact. 	1 and 2
Improve behaviour through supporting pupils to develop their social	EEF Improving Social and Emotional Learning in Primary Schools.	3

<p>and emotional learning (SEL).</p> <p>SEL approaches will be embedded into routine and educational practices and supported by specific CPDL led by trained practitioners for all staff.</p>	<ul style="list-style-type: none"> Disadvantaged pupils typically have weaker SEL and there is extensive evidence that improved social and emotional skills led to greater outcomes in later life (academic attainment, attitudes to learning, behaviour and relationships). 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 25023

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional speech and language therapy teaching /intervention.</p>	<p>EEF Improving Literacy in KS1 Recommendations 1 & 8</p> <ul style="list-style-type: none"> Speech and Language assessment and intervention programme purchased to support swift response to identified barriers. Staff training to secure consistency in approach to delivery highly structured interventions. Specialist speech and language therapy provision purchased due to increasing number of pupils presenting with complex speech, language and communication SEND needs. Additional member of support staff appointed within the inclusion team to implement advice from speech and language therapist in order to ensure all relevant pupils have access to allocated support. 	<p>1, 2 and 3</p>

<p>Structured interventions to support catch-up and targeted support for individual pupils.</p>	<p>EEF Making Best Use of Teaching Assistants</p> <ul style="list-style-type: none"> • Dedicated HLTA and TA time to focus on PP children: • Keep-up sessions • Pre-teach sessions • Emotional and social support groups • Targeted support within the classroom Whole school CPD to ensure consistency of approach • Interventions – fine motor, gross motor, visual perception. • 1-1 support for targeted children • ACET Inclusion Manager supporting training and delivery of intervention support. • Clear entry and exit points assessed to evaluate effectiveness and impact. • Purchase of ICT based programmes to supplement and add capacity to interventions available for pupils to independently access. 	<p>1 and 2</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 16682

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Trust appointed EWO and academy Inclusion Manager</p>	<p>DFE Working Together to Improve School Attendance August 2024 EEF Supporting School Attendance</p> <ul style="list-style-type: none"> • Daily contact with a trusted adult is imperative to improving attendance at Aughton Junior Academy. 	<p>4</p>

	<ul style="list-style-type: none"> • EWO home visits support parents/carers to get their child to school. • Readiness to learn: Continued development of a breakfast club to provide pupils with a nutritious breakfast through collaboration with Magic Breakfast and exercise before school. • Attendance: Use of trust EWO to improve attendance and foster links with parents. • Inclusion manager works in conjunction with parents to build positive purposeful relationships which promote good attendance and punctuality. 	
Whole staff training on behaviour management and restorative practice with the aim to further develop the academy ethos and improve behaviour across the academy, particularly those who are disadvantaged.	EEF Behaviour Interventions <ul style="list-style-type: none"> • The use of universal support alongside targeted intervention has a positive impact on pupils' behaviour. 	3
Embedding the principles from the DFE's statutory guidance on Working Together to Improve School Attendance	DFE Working Together to Improve School Attendance August 2024 EEF Supporting School Attendance <ul style="list-style-type: none"> • Schools to work in partnership with parents, carers and local authorities to improve attendance. 	4

Total budgeted cost: £ [insert sum of 3 amounts stated above]

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that *[school would provide an overview of conclusions drawn from this analysis, including reference to school performance measures data, once published]*.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that *[school would provide an overview of conclusions drawn from this analysis]*.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that *[school would provide an overview of conclusions drawn from this analysis]*.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations, and we are at present *[on course/not on course]* to achieve the outcomes we set out to achieve by 2026/27, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that *[school would highlight aspects of their strategy that their analysis found to be particularly effective/less effective during the previous academic year]*.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

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

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>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.