

Pupil Premium Strategy Statement

Aughton Junior Academy

This statement details our academy's use of pupil premium (and recovery premium for the 2021 to 2022 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.

Academy Overview

Detail	Data
Academy name	Aughton Junior Academy
Number of pupils in school	148
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	24-25 25-26 26-27
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Toni Tomlinson
Pupil premium lead	Toni Tomlinson
Governor / Trustee lead	James Beighton

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	£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
<p>Reduce gaps within attainment across reading, writing and maths for disadvantaged pupils</p>	<ul style="list-style-type: none"> • Early identification on entry to FS2 to identify S&L barriers for early intervention. • 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 spiralsed 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</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

expected standard by the end of key stage 2.

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.
- 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

	<p>achieving greater depth by the end of KS2 improving year on year.</p>
<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.
<p>To improve punctuality and attendance</p>	<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.

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: £ 41706

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.	<p>EEF Oral Language Interventions</p> <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
<p>Enhancement of our maths teaching and curriculum planning in line with DFE and EEF guidance.</p> <p>Fund teacher release to embed key elements of the guidance in the academy through CPDL (including teaching for Mastery training).</p>	<p>EEF Improving Maths in the Early years and Key Stage One</p> <p>EEF Improving Mathematics in Key Stages 2 and 3</p> <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
<p>Continued subscription of a DFE validated 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>	<p>EEF Phonics</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. 	1 and 2

	<ul style="list-style-type: none"> Weekly CPDL to secure the consistency and impact of highly structured interventions. 	
Release time for SENDCo to monitor provision for pupils with SEND.	<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. 	1, 2, and 3
Purchase of additional reading resources.	<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. Purchase of additional reading resources to develop reading comprehension Y2-Y6 <p>Books purchased to support reading across the curriculum.</p>	1, 2 and 3
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. <p>Small group intervention support in place which is regularly reviewed in line with formal assessment points, SEND evaluations and reviews.</p>	1 and 2
SENDCo/Inclusion Manager to support all staff to effectively	<p>EEF Special Educational Needs in Mainstream Schools</p> <p>EEF Teaching Assistant Interventions</p>	1 and 2

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.	<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. <p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has higher impact.</p>	
<p>Improve behaviour through supporting pupils to develop their social 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>	<p>EEF Improving Social and Emotional Learning in Primary Schools.</p> <p>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).</p>	3

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
Additional speech and language therapy teaching /intervention.	<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 	1, 2 and 3

	relevant pupils have access to allocated support.	
Structured interventions to support catch-up and targeted support for individual pupils.	<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 <p>Whole school CPD to ensure consistency of approach</p> <ul style="list-style-type: none"> • 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. <p>Purchase of ICT based programmes to supplement and add capacity to interventions available for pupils to independently access.</p>	1 and 2

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

Budgeted cost: £ 16682

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Trust appointed EWO and academy Inclusion Manager	<p>DFE Working Together to Improve School Attendance August 2024</p> <p>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. • 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. <p>Inclusion manager works in conjunction with parents to build positive purposeful relationships which promote good attendance and punctuality.</p>	4
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.	<p>EEF Behaviour Interventions</p> <p>The use of universal support alongside targeted intervention has a positive impact on pupils' behaviour.</p>	3
Embedding the principles from the DFE's statutory guidance on Working Together to Improve School Attendance	<p>DFE Working Together to Improve School Attendance August 2024</p> <p>EEF Supporting School Attendance</p> <p>Schools to work in partnership with parents, carers and local authorities to improve attendance.</p>	4

Total budgeted cost:

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Strategy aims for disadvantaged pupils

Aim	Measure
<p>Priority 1 – Attainment Gaps</p> <p>To close the gap between disadvantaged pupils and non-disadvantaged</p>	<p>To ensure the attainment gap between disadvantaged pupils and non-disadvantaged pupils is identified, we have robust system to monitor progress throughout the academic year using a variety of assessment procedures. Through formative and summative assessment, pupils attainment is monitored half termly and termly alongside the use of assessment for learning within lessons to identify and address any misconceptions that arise. Each formal assessment point enables the SENDCo and Inclusion team to evaluate the effectiveness and impact of interventions to ensure the pupils needs are updated and interventions can be adapted where needed.</p> <p>Our internal assessments throughout the academic year 2024-25 indicate that the performance of the disadvantaged pupils in KS1 and KS2 is improving when compared to internal assessments the previous year. With most disadvantaged pupils making more than expected progress (6+ steps).</p> <p>EYFS Outcomes</p> <p>100% of disadvantaged pupils achieved GLD 2025 compared to 60% in 2024 and 2023.</p> <p>Phonics Outcomes</p> <p>The impact of the teaching of phonics can be evidenced through the outcomes;</p> <p>Y1 phonics screening check - 57% of disadvantaged pupils achieved the expected standard in 2025</p> <p>Y2 phonics screening check</p> <p>- 43% of disadvantaged pupils achieved the expected standard at the end of year increasing from 38% in 2024 and 2023.</p> <p>Pupils identified as working behind current level of phonics expectations have been targeted by specific phonics interventions. All phonics interventions are 1- 1 and specific to pupil gaps, informed by half termly assessment booklets. This has supported all pupils to make accelerated progress and close the attainment gap in phonics and early reading.</p>

	<p>Additional decodable home school reading books were purchased to supplement the scheme and matched to the ACET SSP with all children accessing books matched to the pupils' current level of phonics.</p> <p>Phonics outcomes this year have been significantly affected by exceptionally high pupil mobility, with 89% mobility in Year 1 and 83% in Year 2. This movement has had a direct impact on continuity of teaching and learning, as many pupils joined the school partway through the academic year without having experienced the full phonics programme. This will be a continued focus as we head into the next academic year.</p> <p>KS2 Outcomes</p> <p>Reading 71%</p> <p>Writing 75%</p> <p>Maths 64%</p> <p>Combined 57%</p>
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Targeted academic support for previous academic

Aim	Measure
<p>Priority 2 - Reading Attainment</p> <p>To improve the outcomes in Reading for disadvantaged pupils.</p>	<p>Targeted support for disadvantaged pupils through the training for the ACET SSP was delivered alongside refresher training half termly with feedback from monitoring to ensure all teachers of phonics are experts.</p> <p>Whole school – impact evidenced by disadvantaged pupils making more than expected progress in the phonics intervention programme for phonics and early reading.</p> <p>In all statutory assessments – disadvantaged made more progress than their non-disadvantaged peers. This is an increasing trend over the last 3 academic years.</p> <p>Further Love to read books were purchased to increase and raise the engagement of reading based on the pupil voice and interests via School council. This has resulted in an increase of home reads by pupils in all year groups. Pupil voice has evidenced that pupils enjoy reading the books that they are interested in.</p>
<p>Priority 3 - Behaviour and Emotional Resilience</p> <p>To support pupils to regulate their own emotions</p>	<p>Regular meetings between the Inclusion Manager and disadvantaged families have had a positive impact in identifying barriers to learning and developing effective support strategies. By working in partnership with parents and carers, staff have gained a clearer understanding of the external and internal</p>

<p>and behaviour to ensure they can access the curriculum.</p>	<p>challenges faced by pupils. These discussions have highlighted issues such as limited access to resources, inconsistent routines at home, and emerging social, emotional and mental health needs.</p> <p>Through these meetings, tailored strategies have been introduced to support self-regulation, enabling pupils to engage more successfully with the curriculum. For example, pupils now have access to calm spaces, visual supports, and structured check-ins with key adults. Parents have also been provided with guidance on consistent approaches to routines and self-regulation techniques that can be reinforced at home.</p> <p>The impact has been seen in improved pupil readiness to learn, with pupils demonstrating increased independence, resilience, and focus in class. Attendance and punctuality have also shown early signs of improvement, with families reporting stronger relationships with school staff and a greater confidence in working together to overcome barriers.</p> <p>Overall, these meetings have strengthened home-school partnerships and ensured that disadvantaged pupils receive both the emotional and practical support required to access the curriculum more equitably, leading to improved wellbeing and academic engagement.</p>
<p>Priority 4 – Attendance and Punctuality</p> <p>To improve attendance and punctuality for disadvantaged pupils and reduce the % of pupils who are persistently absent.</p>	<p>For 2024-25 - attendance for disadvantaged pupils has shown a clear upward trajectory over the past academic year. Attendance for pupils in receipt of pupil premium funding has risen by 3.2% compared to the previous academic year. This improvement highlights the impact of the school's 'support first' focused approach to engaging families, removing barriers, and supporting pupils to attend regularly.</p> <p>Persistent absence has also reduced substantially, decreasing from 23.2% to 16.2% for disadvantaged pupils. This is a significant improvement and reflects the success of strategies such as:</p> <ul style="list-style-type: none"> • Strengthened systems for monitoring attendance and following up concerns swiftly. • Early intervention meetings with families to explore barriers and co-develop solutions. • Increased use of pastoral support, including key adults for vulnerable pupils and consistent check-ins. • Improved communication and partnership working with external agencies where more complex needs are identified. <p>The school's proactive and consistent approach has begun to change the culture around attendance for disadvantaged families. Parents report feeling better supported and more confident in working with the school to overcome challenges. For pupils, improved attendance has already translated into greater</p>

	<p>access to learning opportunities, improved routines, and stronger relationships with peers and staff.</p> <p>While outcomes are encouraging, leaders recognise that work must continue to reduce persistent absence further. Sustaining improvement will rely on maintaining strong partnerships with families, refining personalised support where needed, and continuing to set high expectations for attendance and punctuality.</p> <p>Continued monitoring and evaluation will ensure that this progress is built upon, with the ultimate aim of securing attendance for disadvantaged pupils in line with, or above, national benchmarks.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Further information (optional)

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