



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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:	Airedale Junior School
Number of pupils in school	381
	40%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 – 2024 = £222,985 2024 – 2025 = £219,040 2025 – 2026 = £230,750
Date this statement was published	September 2023 and reviewed July 2024, July 2025.
Date on which it will be reviewed	July 2026
Statement authorised by	Kirsten McKechnie
Pupil premium lead	Kirsten McKechnie
Governor / Trustee lead	Mrs Butterfield

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£230,750
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£230,750

Part A: Pupil premium strategy plan

Statement of intent

Airedale Juniors school serves a disadvantaged and, at times, challenged community with consistently around 40% of its pupils being in receipt of PPG and, as such, places great importance on the impact that the PPG spending can have on the life chances of disadvantaged children who often have more complex needs than their peers in more affluent areas. As such, all spending is based on school data, the school's own accurate knowledge and understanding of the needs of its pupils and the surrounding community and on research evidence which considers a range of research and informed recommendations. Spending follows a three-tier system (EEF; June 2019) which identifies barriers, challenges, success and those factors that disadvantage our pupils.

What does 'disadvantaged' mean at Airedale Juniors School? When the key drivers of a disadvantaged life chances are considered (Crenna-Jennings; 2018), the complexities of the issues and challenges that our pupils face become clearer. As such, at Airedale Juniors School we define the term 'disadvantaged' as **any** pupil in a position where they are at risk of NOT meeting their full potential, in any key developmental area, due to controlling and/or influencing factors – often these factors are multiple and complex. Any disadvantaged child finding themselves negatively influenced and at risk of not achieving is deemed to be 'disadvantaged'. This means that pupils, beyond those identified as being in receipt of free school meals are considered disadvantaged; this group of children makes up a significant percentage of the school

The key drivers of disadvantage identified by the school (*Key Drivers of the Disadvantage Gap Literature Review 2018*) - that are the predominant causes of inequalities for our pupils - are:

- **Speech Language & Communication**
- **Emotional/Mental/Psychological**
- **Behaviour**
- **Community & Environment**
- Family
- **Income**
- Physiological/Physical
- Locality
- Culture
- **Social**

Our PPG spend will strive to address the barriers to learning, and to learners, through accurate and astute identification of such barriers, and through skilled and committed approaches to removing said barriers and creating social justice and equitable life chances for the pupils of Airedale. The school's development plan is dedicated to this focus and in providing *access* to quality teaching and learning opportunities which offer equitable opportunities for all pupils to access a curriculum that is rich in experiences, knowledge, understanding and language that represent the best of humankind. The curriculum achieves this by encouraging in our pupils a local identity and generating pride in our locality. Whilst instilling in our learners a knowledge, understanding and appreciation of how to take responsibility for their physical and mental wellbeing. Through

the curriculum children are exposed to diversity through celebrating, studying and appreciating differences and similarities. We recognise the importance of language in school and throughout life and enrich the curriculum with opportunities to develop vocabulary, speak in different contexts, read quality texts and learn to be active listeners. Our curriculum contributes effectively to building a self-regulating, self-motivated individual who consistently demonstrates the Airedale key values when faced with challenge.

Our Core Principles

- We will consistently ensure that teaching and learning opportunities meet the needs of all the pupils in our school. We are committed to a comprehensive programme of monitoring, analysis, evaluation, reflection and actions. The rigour of this approach will always be to provide better learning opportunities to our pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed and in making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged.
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals.
- We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged or at risk of not meeting their potential due to socio-economic influences, barriers or concerns.
- Limited funding and resources mean that not all children receiving free school meals or identified as socio-economically disadvantaged will be in receipt of pupil premium interventions at one time.
- We will take due regard to research and other published materials that supports the school in identifying where PPG will have the most impact and what national data and information states

Demography and School Context

Airedale Junior School is a large Four-Form mainstream, community school. Airedale is a suburb in the town of Castleford, West Yorkshire, England which consists mainly of Local Authority Housing.

It is situated in an area of significant socio-economic deprivation. The school ranks 105th out of 114 primary schools in the Local Authority. (1 + least deprived) and the UK local area profile for quality of life 'is relatively poor this is related to the income, employment, health, education and crime deprivation indicators

The school deprivation indicator falls within the highest quintile 0.29 – to 0.69.

Challenges

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

Challenge number	Detail of challenge
1	<p data-bbox="368 454 1362 517">Poverty of academic expectation from pupils, parents, staff etc; maintaining high expectations and high-quality teaching, learning and assessment</p> <p data-bbox="368 539 647 571">Teaching and Learning</p> <p data-bbox="368 584 1374 723">Consistently high-quality teaching, learning and assessment is what underpins good pupils progress and attainment. Robust monitoring systems, staff being held to account and accurate comprehensive training packages and CPD is what ensures good quality teaching and learning for all pupils.</p> <ul data-bbox="368 736 1406 1563" style="list-style-type: none"> <li data-bbox="368 736 1406 1014">• Airedale Junior School will continue to develop self-reflective, proactive staff who take responsibility for their own professional development and contribute to the development of others so as to further embed reflective and informed teaching practice this will be achieved by school’s leaders and middle leaders embedding monitoring, analysis and evaluation procedures that result in strong accountability practise and a comprehensive CPD offer. For this the school will need to facilitate non-contact time and cover lessons with an effective Higher Level Teaching Assistant <li data-bbox="368 1032 1406 1368">• Performance management systems are most effective when aligned with pupil progress discussions, evidence around the quality of T&L and the assessment information the school holds; to facilitate depth of discussions and resulting actions, pupil outcomes need to be closely monitored, tracked and supported to make good progress and achievements. The school will facilitate non-contact time for all its SLT-Strategic Leaders so that they can embed impactful monitoring, analysis and evaluation procedures that result in strong accountability practise and a comprehensive CPD offer resulting in good pupil's progress and attainment <li data-bbox="368 1386 1406 1563">• SLT-Strategic Leaders will be trained and supported so they are able to introduce and establish a system of supervision meetings to review practice, establish well-being and identify training needs so that staff are able to sustain the level of support that many pupils need. The school will facilitate non-contact time for all its SLT-Strategic Leaders
2	<p data-bbox="368 1603 1227 1635">Reduced attendance and punctuality limits access to the schools offer</p> <p data-bbox="368 1657 528 1688">Attendance</p> <ul data-bbox="368 1702 1406 2045" style="list-style-type: none"> <li data-bbox="368 1702 1406 1928">• Disadvantaged (PPG) children do not attend as well as their peers (<i>Gov.UK Pupils Absence in schools in England – 21/20 & 20/21</i>). Whole school data for Airedale shows that attendance is below national but above that of schools in the pyramid – attendance is currently 93.6%. Attendance for disadvantaged pupils is currently 89.7% lower than the school average but broadly in line with schools in the pyramid. <li data-bbox="368 1942 1406 2045">• Persistent absenteeism across the school remains a focus at 18.5% this can be mostly attributed to post-pandemic complexities that have resulted in increased challenges around attendance and tangible change in parent attitudes;

sickness absence; and holidays in term time. Disadvantaged pupils make up a substantial percentage of the PA group. The school will continue to employ a **designated Attendance Officer** who has the capacity, time and expertise to address the deeper-rooted issues around poor/non-attendance

- *Children on the SEND register do not attend as well as their peers (*Gov.UK Pupils Absence in schools in England – 21/20 & 20/21*) Whole school data (including EYFS) for Airedale shows that the school follows this national trend. Attendance for SEN pupil is currently around 90.8% which is slightly lower than the school's average. The recent Covid disruptions have disproportionately, negatively impacted on this group of children; this group of children continue to be the focus for analysis and resulting support. The school will continue to employ a **designated Attendance Officer** who has the capacity, time and expertise to address the deeper-rooted issues around poor/non-attendance

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Social, emotional and mental health needs creating barriers to learning

Social, Emotional and Mental Health development

Children from disadvantaged areas/backgrounds often have complex needs in relation to emotional and mental health development which impact upon their learning success (*Child Development, January/February 2011, Volume 82*) (*Education Policy Institute Social & Emotional Learning: An evidence review 2021*) (*Public Health England. Link between pupil health, wellbeing and attainment 2014*).

- At Airedale Junior School, we support children's emotional and behavioural development. We have staff trained in Emotional Coaching techniques and are developing Trauma Informed practise and an understanding of strong knowledge of attachment behaviours. Behaviour is recognised as a form of communication and our aim is to understand that communication and to support the child with their needs, referring to outer agencies and specialised support where necessary. The Inclusion team is skilled and expert and supports the whole school in this aim. The school maintains the quality of this expert support through training and developing the expertise of its Learning Mentors along with rigorous monitoring of the impact of its interventions and offers of support. The school needs to continue in this offer through continued **professional development and employment of the Learning Mentors** and **facilitating non-contact time for those senior leaders monitoring** the impact of actions and initiatives
- *A primary SEND need in our school is the social and emotional development of our pupils. Addressing this need takes expertise in staff, time investment and capacity to liaise and work with a range of other agencies. The school requires a skilled **SENCO who is expert in this area and is able to closely monitor the quality of teaching, learning and assessment** and to analyse and identify CPD requirements to upskill teaching and support staff
- The school expertly uses data linked to potential or actual suspensions to ensure that we are accessing relevant services, outreach support or alternative provisions. Supervision meetings with key staff in order to review and reflect on practice and scenarios will develop the next level of support and understanding for these children. The school requires an investment in **staff training of senior leaders** to run high-quality reflection/supervision meetings and the **funding of non-contact time to closely monitor, analyse and evaluate the data** so that accurate developmental steps and strengths can be identified

	<ul style="list-style-type: none"> *All of the pupils receiving reparatory SEMH support are vulnerable and most have complex needs; all are disadvantaged and at risk of not meeting their potential due to the negative influence of their SEMH. This high-level of input and support requires expertise, ongoing training, staff supervision, time allocations to deliver the programme, liaise with other agencies where needed and with parents/carers, in most cases specific resources are also needed.
4	<p>Some pupils who qualify for Pupil Premium funding also have specific SEND needs (greater proportion than for non-PP)</p> <p>See *</p>
5	Poorer metacognitive and self-regulatory performance (especially resilience) leading to lower academic
6	Below age-related speech, language and communication skills on entry to school, which links to poor vocabulary knowledge at KS2. (E.g Reading skills, comprehension, writing with AR components, maths reasoning and mastery skills)
7	Lack of access to wider experiences

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
Quality of Teaching and Learning	<ul style="list-style-type: none"> ✓ Subject Leaders have dedicated time to monitor the quality and impact in their subject so as to offer guidance, support and training resulting in all pupils having access to consistently high-quality curriculum and making good or better progress to meet age-related expectations ✓ Robust and evaluative monitoring and assessment systems allow the school to quickly and accurately identify those pupils falling behind the trajectory towards their targets. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention, additional resources and support ✓ A focused and impact full CPD offer, monitored and evaluated by senior leaders, ensures that all teaching offers are of high-quality, impact full and result in good or better pupil progress. ✓ All pupils make good of better progress towards age-related expectations across the curriculum; more pupils attain age-related expectations that in previous years and continue to do so year-on-year
Attendance	<ul style="list-style-type: none"> ✓ Through audit the school/Trust has clarity over the influences over poor-attendance and has

<p>That all pupils in Airedale Juniors have access to learning through the full school offer and its curriculum and are not disadvantaged through poor attendance and engagement.</p>	<p>identified a programme of recruitment, training and CPD to address the identified issues</p> <ul style="list-style-type: none"> ✓ *The Inclusion Team has capacity to address the growing needs of the community so that they are able to engage with families, identify the need, offer guidance, support or referral and maintain relationships ✓ That lost learning time is reduced as a result of pupils attending better and more punctually <ul style="list-style-type: none"> • *PA decreases and average attendance increase for all groups including disadvantaged pupils and those with SEND
<p>Social, Emotional and Mental Health</p> <p>That all pupils in KS2 are able to access learning opportunities via the full school offer and its curriculum and are not disadvantaged by social, emotional, or behavioural barriers</p>	<ul style="list-style-type: none"> ✓ *Robust and evaluative monitoring and assessment systems allow the school to quickly and accurately identify those pupils with a SEMH need. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention ✓ The Learning Mentors support pupils with identified barriers to learning due to SEMH and does so with good impact so that these pupils are able to successfully access the learning offer ✓ *The Inclusion Lead and SENDCo have dedicated time to monitor the quality and impact of SEMH intervention and are able to offer guidance, support and training and CPD ✓ Increased capacity of the Inclusion team, through the employment of an Inclusion Manager/Safeguarding Officer means that evaluative monitoring and assessment systems allow the school to quickly and accurately identify those pupils with additional needs. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention ✓ Pupils with identified SEMH-linked barriers to learning make good progress towards and beyond age-related expectations
<p>SEND</p> <p>To support pupils with ASC to make good or better progress by accessing learning that meets the needs of their diagnosis and allows for bespoke provision to be supported in main school.</p>	<ul style="list-style-type: none"> ✓ The school provides enhanced mainstream provision that allows pupils with a diagnosis to access bespoke provision that is delivered with skill and expertise ✓ Pupils with identified SEND/ASC-linked barriers to learning make good progress towards and beyond age-related expectations

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: HLTA & other classroom cover = **£62,197**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality First Teaching</p> <p>To facilitate regular non-contact time for non-core subject leaders to monitor and manage the quality of teaching, learning and assessment in their subject</p> <p>To facilitate non-contact time for the English and Maths team to allow high-quality impactful monitoring and managing the quality of teaching, learning and assessment in reading, writing, oracy and maths</p> <p>To facilitate non-contact time for Assistant Headteachers and other strategic leaders to monitor, analyse and evaluate the progress all pupils make and to explore lesson study as a professional development tool producing high-quality teaching</p>	<p>EEF. High Quality Teaching</p> <p>The Attainment Gap 2017. EEF</p> <p>Sutton Trust 2011. Improving the impact of teachers on pupil achievement in the UK</p> <p>https://www.newcastle.edu.au/research/stories/research-impact/transforming-quality-teaching-to-improve-student-outcomes</p> <p>https://epi.org.uk/publications-and-research/effects-high-quality-professional-development/</p> <p>Using your Pupil Premium Funding Effectively; steps for developing of an effective pupil premium strategy</p> <p>Impact of school closures and subsequent support strategies on attainment and socio-emotional wellbeing in Key Stage 1. July 2021. NFER</p> <p>Moving Knowledge around: a strategy for promoting inclusion and equity within the education system. Mel Ainscow 2021</p> <p>https://tdtrust.org/what-is-lesson-study/</p>	

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

Budgeted cost: Non-contact time strategic Leaders/SENDCo = **total £66,235**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>SEND & Additional Support</p> <p>To develop an enhanced, mainstream provision to support ASC learners in the school. The Trust and wider community</p> <p>To facilitate non-contact time for strategic leaders within the Inclusion Team to monitor, analyse and evaluate practise and to ensure QFT through support, guidance, training and CPD</p>	As above	4

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

Budgeted cost: Learning Mentors & Attendance Officer = **£102,318**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance	Attendance Review April/May 2023 – see report	2

<p>To continue to fund and develop the expertise in the Inclusion Team through the continued recruitment and professional development/training</p> <p>To support Trust wide exploration, analysis and evaluation around persistence absenteeism its root causes and the development of a resulting action plan</p> <p>To provide non-contact to AHT to evaluate the impact of the Attendance Officer and allow for collaboration across the Trust</p>	<p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p> <p>https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</p>	
<p>SEMH</p> <p>To continue to enhance expertise to the Inclusion Team through continued professional development/training and the continued employment of Learning Mentors</p> <p>Provide SEMH support and intervention to those pupils in need through the continued employment of Learning Mentors</p> <p>To facilitate non-contact time for strategic leaders within the Inclusion Team to monitor, analyse and evaluate practise and to ensure QFT through support, guidance, training and CPD</p>	<p>Child Development, January/February 2011, Volume 82</p> <p>EEF. Wider Strategies https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel</p> <p>Education Policy Institute Social & Emotional Learning: An evidence reviews 2021</p> <p>Public Health England. Link between pupil health, wellbeing and attainment 2014</p> <p>Social and Emotional Learning: Skills for Life and Work; Cabinet Office Social Mobility and child Poverty Commission 2015</p> <p>Key Drivers for the Disadvantage Gap. Literature Review. Education in England: annual report 2018. Education Policy Institute</p> <p>Hair, N., Hanson, J, Wolfe, B., & Pollack, S. (2015). Association of child poverty, brain development, and academic achievement. <i>Journal of the American Medical Association Paediatrics</i>, 169, 822–829.</p>	<p>3 & 4</p>

	<p>Institute for Fiscal Studies. (2009). <i>Drivers and barriers to educational success: Evidence from the Longitudinal Study of Young People in England</i>. London: Chowdry, H., Crawford, C., & Goodman, A.</p> <p>Best Start in Speech, Language and Communication: Guidance to support local commissioners and service leads. Department of Health and Social Care/Department for Education 202</p> <p>Early language Development and Children’s Primary School Attainment in English and Maths: New research Findings. Save the Children</p> <p>Ready to Read: Closing the gap in early language skills so that every child in England can read well.</p>	
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Total budgeted cost: £ 62,197 + total £66,235 + £102,318 = £230,750

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 2024-2025 academic year.

Intended outcome & Success Criteria	Review
<p>Quality of Teaching and Learning</p> <ul style="list-style-type: none"> ✓ Subject Leaders have dedicated time to monitor the quality and impact in their subject so as to offer guidance, support and training resulting in all pupils having access to consistently high-quality curriculum and making good or better progress to meet age-related expectations ✓ Robust and evaluative monitoring and assessment systems allow the school to quickly and accurately identify those pupils falling behind the trajectory towards their targets. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention, additional resources and support ✓ A focused and impact full CPD offer, monitored and evaluated by senior leaders, ensures that all teaching offers are of high-quality, impact full and result in good or better pupil progress. ✓ All pupils make good of better progress towards age-related expectations across the curriculum; more pupils attain age-related expectations that in previous years and continue to do so year-on-year 	<p>Allocating staff non-contact time has had a positive impact on teaching and learning across the school. This time has enabled leaders and teachers to engage in effective triangulation of evidence through lesson drop-ins, pupil voice, and book looks.</p> <p>As a result, staff have been able to gain a more comprehensive understanding of teaching quality and pupil achievement. The process has supported consistent evaluation, informed professional development, and strengthened the accuracy of overall judgments about learning and curriculum impact resulting in upskilled staff, a consistent offer and a stronger teaching profile</p> <p>Eight principles (CPD) have been delivered to the wider teaching team including HLTAs and TAs. The focus has been on embedding high-quality pedagogical strategies which are evidence informed. Implementing this has been successful (what does success look like?) and this year we focus on refining strategies and ensuring feedback is impactful. The strategies used most effectively and seen in non-core lessons are, cold calling, TTYP, MTYT, I do, we do, you do, agree disagree, challenge and build upon.</p> <p>As a result..... (what has this training done to the quality of the teaching and learning profile, pupil outcomes, achievement? And where is the evidence?)</p> <p>Pupil Review Meetings evolved greatly during the academic year – there were several reasons for this: naturally evolved to be included in the T&L walks that took part weekly; change of Trust and therefore change to assessment processes; time demands that PRM presented compared to impact. T&L walks allowed for constant review of key pupils and teachers and in the moment feedback and/or coaching. As a result teaching further improved in key areas and allowed for us to track individual pupils with the focus of ‘what’s the barrier?’ and moderator assessment outcomes with in the moment observations.</p>

	<p>Outcomes at the end of Year 6 for reading and writing and maths were pleasing and reflected the change in approach to focus on arithmetic and front-loading the core themes</p> <p>Maths outcomes exceeded the primary aim particularly MTTC outcomes</p>
<p>Attendance</p> <p><i>That all pupils in Airedale Juniors have access to learning through the full school offer and its curriculum and are not disadvantaged through poor attendance and engagement.</i></p> <ul style="list-style-type: none"> • Through audit the school/Trust has clarity over the influences over poor-attendance and has identified a programme of recruitment, training and CPD to address the identified issues • *The Inclusion Team has capacity to address the growing needs of the community so that they are able to engage with families, identify the need, offer guidance, support or referral and maintain relationships • That lost learning time is reduced as a result of pupils attending better and more punctually • *PA decreases and average attendance increase for all groups including disadvantaged pupils and those with SEND 	<p>As part of the school's ongoing commitment to improving attendance, particularly for disadvantaged pupils, the recruitment of an additional attendance officer has significantly enhanced the capacity of the attendance team. This strategic investment has enabled more effective monitoring, earlier intervention, and improved engagement with families. As a result of this increased capacity, the school has seen a measurable improvement in overall attendance figures compared to the previous academic year. This positive trend reflects the impact of strengthened systems and targeted support, in line with the school's wider Pupil Premium strategy.</p> <p>Stat attendance for AJS 2022-2023 = 92.5% 2023-2024 = 93.27% 2024-25 = 93.2%</p> <p>2025/26- current 94.57%</p> <p>Persistent absenteeism remains a challenge although indications are that this is an improving picture from year-on-year comparisons</p> <p>PA for AJS 2022-2023 = 22.9% 2023-2024 = 16.71% 2024-2025 = 18.5%</p> <p>Vulnerable groups are closely tracked and monitored and in relation to attendance are reception age children</p> <p>2024/2025 Disadvantaged 90.1% FSM 89.98% SEN 91.33% PA 24.55%</p> <p>2025/2026 Disadvantaged 91.71%/ FSM 91.174 SEN 92.09% PA 18.49%</p> <p>Individual families that were targeted for support from Attendance Officer showed improved attendance. Impact of supporting offer to individual families and children has demonstrated good impact.</p>

	Impact has been the procedures tightening up drastically, drastically improved absence reporting and monitoring.
<p>Social, Emotional and Mental Health</p> <p><i>That all pupils in EYFS and KS1 are able to access learning opportunities via the full school offer and its curriculum and are not disadvantaged by social, emotional, or behavioural barriers</i></p> <ul style="list-style-type: none"> ✓ *Robust and evaluative monitoring and assessment systems allow the school to quickly and accurately identify those pupils with a SEMH need. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention ✓ The Learning Mentors support pupils with identified barriers to learning due to SEMH and does so with good impact so that these pupils are able to successfully access the learning offer ✓ *The Inclusion Lead and SENDCo have dedicated time to monitor the quality and impact of SEMH intervention and are able to offer guidance, support and training and CPD ✓ Increased capacity of the Inclusion team, through the employment of an Inclusion Manager/Safeguarding Officer means that evaluative monitoring and assessment systems allow the school to quickly and accurately identify those pupils with additional needs. Internal systems allow these pupils to gain prompt and impactful access to appropriate intervention ✓ Pupils with identified SEMH-linked barriers to learning make good progress towards and beyond age-related expectations 	<p>Boxall profiling has allowed us to see any progress that children experiencing SEMH difficulties are making in this area. Staff working with these children can then work with them on closing the specific developmental gaps which have been identified. This was clearly demonstrated in Child 1/individual case study, who moved through the profile and all gaps were closed by the end of Year 6. For some children the Boxall profile shows us that they are either not making progress or even regressing in this respect. This reinforces what we already know about the emotional wellbeing of children who are experiencing/have experienced severe trauma or other ACES. In these cases, we can work with the Educational Psychologist and other professionals to tailor a package of support to meet the needs of the child. Boxall profiling feeds into the SEND process and provides additional evidence of a child's SEMH needs.</p> <p>Learning Mentors provide children with an SEMH barrier an additional trusted adult in school, who can support them and enable them to access their learning. Learning mentors have facilitated a range of interventions over the past year including BEAM, Aspirations and Wellbeing, personal hygiene, online safety, appropriate relationships and keeping safe (PANTS etc), support for girls with beginning menstruation, anti-social behaviour in the community, Lego therapy, ELSA, EBSA, anxiety, school attendance, self-harm and suicidal ideation, bereavement and grief, friendships, social communication and a variety of individual ad hoc interventions as needed. These interventions support children in lessening/removing specific barriers (whether immediate or long term) which then allow them to manage better in the classroom and socially.</p> <p>Learning Mentors provide safe spaces at lunchtime for children who struggle in the playground or the busier dining room environment or who need additional support in forming relationship with their peers. This enables children to learn the social skills they need in order to manage themselves and their relationship with others in a supported and modelled way.</p> <p>Learning Mentors also provide a soft start to the day for pupils who are experiencing anxiety or who have experienced some form of distress, allowing them to regulate and return to class ready to learn.</p>

	<p>Whilst the impact of this cannot be measured numerically, the impact on individual children is marked. Examples include:</p> <ul style="list-style-type: none"> · Child 1 who struggled to get into school due to anxiety. Support from Learning Mentors and subsequent referral to outside agencies have resulted in this child being settled and now coming into school without any issues. · Child 2 with a severe trauma background struggled to regulate and were prone to dysregulation and leaving the classroom when overwhelmed. Intensive support from Learning Mentors has enabled them to now access the classroom with minimal additional support from the classroom staff. · Child 3 received support from Learning Mentors, referral to young carers and to an outside agency specialising in support for children impacted by illness. This allowed them to have support for their emotional needs, an outlet and time to be a child despite the difficult circumstances the family were facing. This child accessed school consistently and achieved their expected level in SATs. <p>Data relating to children with SEMH-linked barriers is not always a reliable indicator of the effectiveness of school-based support. For pupils facing the most significant challenges, progress and attainment are often influenced by a range of complex, underlying factors such as trauma, Adverse Childhood Experiences (ACEs), social care involvement, family circumstances, and additional SEND needs.</p> <p>While the Inclusion Team provides targeted support to address SEMH needs, this intervention can only partially mitigate these broader influences—it cannot eliminate the barriers entirely. Pupils may show improvement in their social and emotional development, but this does not always translate into measurable academic progress.</p> <p>In cases where SEMH needs are temporary, isolated, or relatively minor, pupils are more likely to overcome these challenges and make academic progress from their starting points once appropriate support is in place. However, for some children, ongoing or lifelong support may be required, and even with sustained intervention, they may not reach or exceed age-related expectations.</p>
SEND	

<p><i>To support pupils with ASC to make good or better progress by accessing learning that meets the needs of their diagnosis and allows for bespoke provision to be supported in main school</i></p> <ul style="list-style-type: none"> ✓ The school provides enhanced mainstream provision that allows pupils with a diagnosis to access bespoke provision that is delivered with skill and expertise ✓ Pupils with identified SEND/ASC-linked barriers to learning make good progress towards and beyond age-related expectations 	<p>The bespoke provision for SEND pupils at Airedale Junior School was delivered with a strong focus on meeting individual needs, ensuring tailored support was both consistent and responsive. Enhanced mainstream provision has positively impacted pupils with Autism Spectrum Condition (ASC), promoting greater inclusion and improving access to learning through adapted strategies and environments.</p> <p>Data outcomes for pupils facing ASC-linked barriers indicate that most made progress, with several achieving or exceeding age-related expectations, demonstrating the effectiveness of targeted interventions and inclusive practices. For some pupils, the mental resilience required to access National Curriculum statutory assessments proved too great. Despite genuine effort and engagement, one pupil was unable to complete the assessments. Nevertheless, their schoolwork consistently demonstrated the ability to access and engage with the Year 6 curriculum, highlighting academic potential beyond formal testing.</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
Read, Write, Inc	Read, Write Inc Ruth Miskin
Fluency Programme	Wakefield LA