

Pupil premium strategy statement – The Ashley School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	204
Proportion (%) of pupil premium eligible pupils	55%
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 to 2027
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Thomas ward
Pupil premium lead	Thomas Ward
Governor / Trustee lead	Torsten McKie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£155,000
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>	£155,000

Part A: Pupil premium strategy plan

Statement of intent

The Ashley School a specialist provision for pupils with a primary need of cognition and learning (Moderate learning difficulties catering for pupils from Year 3 to Year 11.

The Ashley School recognises the importance of being able to ensure that our pupils make the academic progress they are capable of achieving, regardless of starting point, and we are aspirational in our approach.

We recognise the importance of working alongside our pupils to help them grow their social skills so that when they leave our school to take their next steps, they are able to continue to grow and use their skills of resilience and independence to achieve the future that they deserve. We will ensure our strategy is integral to our School Development plan and future planning in order to support our learners and we will consider the needs of all pupils and all activities outlined in this plan are designed to have maximum impact for pupils with the profile of need that is reflected in our cohort.

As a new school our key areas reflect the need to ensure that our approach incorporates opportunities for our pupils to progress both academically and socially:

- Ensuring our pupils have the learning and social strategies to access our curriculum
- Raise pupils' self-esteem, enable and encourage them to achieve their full potential, improve behaviour, enhance social activities and provide support to families
- An engagement with learning and extra – curricular activities to allow disadvantaged pupils to participate in the wider school life
- A sustained focus upon attendance

Challenges

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

Challenge number	Detail of challenge
1	<i>Increased complexity of SEND eg Autism and SLCN</i>
2	Readiness for learning on entry to TASAT
3	SEMH issues for a small number of pupils (mostly PPG) and the impact it is having on their academic progress
4	Low levels of attainment in English and Maths
5	Low aspirations and self-belief

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
Increase staff confidence & competence to meet the complex needs of our pupils through comprehensive training, research and reflective practice	A highly trained and skilled workforce has a huge impact on pupil outcomes Ensuring both experienced and newly appointed staff have the opportunities to access high quality professional development ensuring that they understand and can respond to the challenges posed by our pupils
Improve speech, language, communication skills for pupils	Speech & Language Team – maintain increased specialist staff to work with pupils, parents and staff including covering NHS Therapist maternity leave Elklan Training for staff Use of TALC assessments and Blank Level 'questioning'

Improve Behaviour 4 Learning skills	Pastoral Team – maintain increased specialist staff team to work with pupils and their parents on inclusion, attendance, behaviour, participation and engagement (pastoral intervention lead & KS2 Nurture). Working with when the adults change programme and implementing this across the school. 'KSU & strategies to support sensory regulation & learning behaviours'
Raising aspiration of our pupils and giving them experiences and opportunities within our local and wider community	Pupils have access to a wide range of activities and experiences that will broaden horizons and raise aspirations. The Ashley Passport.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group maths interventions training First class at number	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective	4
1:1 and small group phonics and reading interventions. Read write ink training for staff	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective	4
Improve Behaviour 4 Learning skills	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective	3
Increase staff confidence & competence to meet the complex needs of our pupils through comprehensive training, research and reflective practice	A highly trained and skilled workforce has a huge impact on pupil outcomes Ensuring both experienced and newly appointed staff have the opportunities to access high quality professional development ensuring that they understand and can respond to the challenges posed by our pupils	1,3

Speech language and communication training ELKLAN	A highly trained and skilled workforce has a huge impact on pupil outcomes	1
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 and small group maths interventions	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective	4
1:1 and small group phonics and reading interventions.	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective	4
Targeted behaviour support interventions	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective	3
Speech language communication and sensory interventions	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective	1

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

Budgeted cost: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Working with the when the adults change programme to deliver a consistent approach for behaviour across the school.	A consistent evidence based whole school approach to behaviour has a sustain impact on pupils behaviour and academic progress	3
Pastoral Team – increase specialist staff team to work with pupils and their parents on inclusion, attendance, behaviour, participation and engagement	A consistent evidence based whole school approach to behaviour has a sustain impact on pupils behaviour and academic progress	3
Parents 'Get Together & Families First Activities	Providing support for families, helping families support their child as effectively as possible.	3/5/4
KS2 nurture	A consistent evidence based whole school approach to behaviour has a sustain impact on pupils behaviour and academic progress	2/3

Speech & Language support including 1:1 and group intervention for targeted pupils	Supporting pupils with communication needs, supporting pupils with accessing the local community.	1/2/3/4/5
Summer School	Providing support for pupils and families during the summer holidays	2/3/5
Pupils accessing alternative provisions to provide them with educational experiences that can not be provided with the school.	Building a curriculum around the needs of the pupils.	5/3/2
Free school meals, breakfast clubs	Pupils who are well fed and have a healthy diet are in a better place to learn and thrive.	2/4/5

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- Targeted staff received high quality training throughout 2023/2024 has given the staff within the Ashley school a greater understanding of pupils needs and as a result staff are better equipped to support the needs of the pupils
- Pupils made rapid progress in reading. (See full report with English TLR)
- Parents enabled to access Literacy Planet and support literacy at home
- Continued downward trend in both 'behaviour incidents' and 'time lost to learning'
- Increased parental participation, increased number of families accessing sessions, highly complementary feedback from parents
- Targeted pupils made progress within their S&L targets (See full report with S<)
- Targeted interventions have enabled pupils to make progress in both literacy and numeracy above expected. (see Maths and English Data)
- Pupil engagement in summer school was high
- Targeted behaviour and regulation support is reducing behaviour incidents
- Targeted training for all support staff on effective classroom support with a focus on developing pupils independence. This training has really made us look at the way we support pupils and has had a real positive impact on how support is given in lessons.

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

Further information (optional)