

Pupil premium strategy statement

This statement details our school's use of pupil premium (Recovery Funding and School-Led Tutoring Funding for the 2023-2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

For 2023 to 2024, pupil premium funding will also be allocated in respect of children of families with NRPF who are eligible for free school meals, and for whom successful claims have been submitted to the ESFA.

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	Ashley Academy
Number of pupils in school	372 (152 Eligible)
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	D. Todd (HT)
Pupil premium lead	J. McCormick (AHT)
Governor / Trustee lead	?

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 216,795
Recovery premium funding allocation this academic year	£ TBC
School-Led Tutoring funding allocation this academic year	£ TBC
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	£ TBC

Part A: Pupil premium strategy plan

Statement of intent

As part of the 'We Inspire Success and Excellence' (WISE) Trust, Ashley Academy's aim is to also further inspire 'Positive Attitudes and Values'. We do this for **all** children, giving them the best possible foundations for leaving primary school to begin the next stage in their personal and academic journeys. Our prime areas for nurturing well-rounded individuals are:

- high levels of empathetic and professional staff supporting pastoral care of all of our children;
- good Quality First Teaching;
- a broad and enriched curriculum;
- focussed support;
- wider opportunities organised to develop positive experiences, attitudes and values;
- and for pupils to attain in line with what is expected of pupils in similar categories e.g. age.

It is in the best interests of all Ashley Academy pupils that the funding is available to all who are recognised for being at a disadvantage and/or vulnerable - not only those who are eligible for funding. Frequent evaluation of the school; its curriculum and delivery; barriers faced by the school and its pupils; and internal data, are the driving factors to ensure the funding has maximum impact for all pupils. It is through deep knowledge of all of our children, that the school decides the best ways in which to allocate Pupil Premium to benefit the needs of all pupils.

Intent

- Nurture the whole child to aspire to achieve their full potential in all aspects of their life.
- Strive to support pupils to achieve at least as well as their peers nationally throughout school.
- Deliver a robust and engaging curriculum that provides all children with opportunities and experiences to gain the knowledge and cultural capital they need to succeed in life.
- Continue to close gaps in learning created during the Covid-19 school closures; the subsequent disruptions and other barriers we identify for our pupils.

Implementation

- Continue to put **every** child's pastoral care at the forefront of the education provided at Ashley Academy.
- Deliver quality first teaching that engages all learners and identifies gaps in learning which are closed.
- Through a well sequenced curriculum, support pupils to be better learners with secure understanding of what is expected of them at each stage of school life and develop their metacognition.
- Provide early and effective interventions to target individual needs for the children who have the most significant gaps and/or who are not making expected progress.
- Enrich the wider curriculum to give all children opportunities and experiences to gain the knowledge and cultural capital to succeed at Ashley and beyond.

Impact

- Pupils and families well-being, engagement and emotional health are improved.
- Gaps in children's learning are closed, as seen in formative and summative assessments.
- Children's attainment is in line with peers locally and nationally.

Challenges

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

Challenge number	Detail of challenge
1	Speech and Language issues across school, especially in Early Years, slows academic progress in subsequent years and hinders access to the curriculum. In addition to, increasing numbers of children attending with EAL.
2	Reading across the school. The quantity of text in tests has proven texts to be very difficult to process due to difficulty with word reading fluency impeding understanding, in addition to limited vocabulary knowledge.
3	Limited understanding and mathematical fluency to apply mathematical skills to solve a range of reasoning problems across maths which has only been exacerbated by school's closures and class/pupil isolations.
4	Mobility of children into Ashley Academy. Significant numbers of children join school mid-year, (many who have additional needs and/or vulnerabilities), who are disproportionately eligible for PP.
5	Children on PP have disproportionately not accessed online learning during the pandemic, causing further gaps in learning at school.
6	Higher percentage of pupils eligible for premium than both locally and nationally in addition to high number of eligible pupils belonging to more than one group e.g. with SEMH needs, SEND and/or EAL.
7	Although improving, good attendance continues to be paramount to well-being and learning especially for disadvantaged pupils.
8	Growing need to reach and assist parents/guardians to increase their involvement to support their children's: regular reading; learning of spellings; learning of tables and maths strategies; and completion of homework.
9	Limited life and cultural experiences for many of our PP children.
10	Working memory is increasingly identified as a learning barrier in tested children - a large proportion are PP and this impacts on all areas of learning.
11	Basic writing skills for each year group from KS1 and KS2 is low including stamina for succinct and coherent texts, including expected spellings and punctuation.

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
Early identification in EYFS / on entry to this school of language barriers (inc EAL) and relevant support and intervention implemented.	Numbers of EYFS pupils attaining GLD in line with Trust and national average or for those with identified needs (in EYFS and beyond) make expected progress from their starting points.
Improve Phonics and Early Reading attainment in EYFS with impact through to the end of KS2.	Increased attainment in Reading ELG and Reading at the end of each Key Stages 1 & 2, closing the gaps between disadvantaged and non-disadvantaged.
Sound mathematical knowledge embedded at EYFS and KS1 as foundations for learning through school to increase attainment at the end of KS2.	Increased attainment in maths at the end of each Key Stage, closing the gaps between disadvantaged and non-disadvantaged.
Improved writing skills from EYFS to KS2.	Increased attainment in writing at the end of each Key Stage, closing the gaps between disadvantaged and non-disadvantaged.
All children are readily able to access the appropriate curriculum for their needs with minimal disruption so that learning for all pupils remains focused and expected progress in attainment is made across the school in line with Trust and National data.	Early identification of baselines in attainment, needs and well-being of pupils who join Ashley mid-primary/year is made to ensure provisions are in place at the earliest opportunity. Whole school ARE achieved.
Attendance, especially for those with PP, continues to improve and impacts on greater attainment on the whole.	Performance in EYFS GLD and RWM at KS1 and KS2 move to be in line with Trust and national averages. Gaps narrowing between those eligible for PP and those not. Attendance in line with national average.

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: **£125,081.79 TBC**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continued CPD for EYFS staff to further embed the implementation of the EYFS framework.</p> <p>Trust led - teacher release time</p> <p>£1,500</p>	<p>Success of EYFS settings across Trust.</p> <p>EEF EYFS Profile Reforms - though this review suggests discrepancies on teachers' views it does more overly give benefits and increased readiness of children moving to year 1 in all areas.</p> <p>EEF CPD</p>	<p>Challenge 1</p> <p>All staff receive relevant CPD and contribute to all pupils in EYFS.</p>
<p>Little Wandle embedded across EYFS and Y1 including use of physical and e-reading books.</p> <p>Intervention from Y2 and Rapid Catch Up Intervention Y3 + Y4, including supporting reading books and training. Supported by St Michael's Hub for second year</p> <p>£14,637.63</p>	<p>DfE endorsed.</p> <p>Whilst not directly covered in EEF, EEF suggests 5* for consistent Phonics intervention and benefits to DAPs, which Little Wandle prescribes as part of its scheme.</p> <p>St Michael's Hub is one of 34 schools appointed by the DfE to take a leading role in supporting schools to improve their teaching of phonics, early reading and early language.</p> <p>EEF 5+ Phonics</p>	<p>Challenges 1, 2</p> <p>All pupils in Nursery, Reception and Year 1 Identified children Y2-Y6.</p>
<p>Reading Plus embedded from implementation across KS2 Sept 2021, including CPD.</p> <p>£4,000</p>	<p>Proven to improve skills as required by ESSA.</p> <p>Success of trial by Y5 and Y6 summer 21.</p> <p>KS2 2022 82% SATs result in Reading.</p> <p>Other schools use Reading + within the Trust alongside Accelerated Reading.</p> <p>Reading Solutions Efficacy Report</p>	<p>Challenge 2</p> <p>Reading from Y2</p>
<p>Accelerated Reading, including CPD.</p> <p>£1,288</p>	<p>Continued use of Accelerated Reading existing resource to promote Reading for Pleasure and support readers at their appropriate reading stage.</p> <p>Trust-wide use.</p> <p>In accordance with Trust Assessment procedures, use of STAR Reading Tests termly to inform attainment, progress and interventions.</p>	<p>Challenge 2</p> <p>Y2-Y6</p>
<p>WISE Reading second year of implementation</p> <p>Trust Led</p> <p>Lead release (HLTA Cover)</p> <p>£</p>	<p>Director of Teaching and Learning created bespoke programme following activity for Research school and through work undertaken in line with EEF.</p> <p>Efficacy of WISE Reading across the Trust.</p> <p>EEF Reading Comprehension Strategies</p>	<p>Challenge 2</p> <p>Whole School focus from Autumn 2022 KS2.</p> <p>Specific focus Spring 2023 for Y2</p>

WISE Reading Fluency Y2 and Y3 Trust Led +£3000 DfE	Director of Teaching and Learning created bespoke "The Fluency" programme following activity for Research school and through work undertaken in line with EEF. Trialled Summer 2023 Y2 Trialled Spring 2023 Y3 EEF Reading Fluency	Challenge 2 Y2 and Y3 Autumn term, following Phonics in preparation for comprehension skill development
Additional teaching staff - interventions Autumn term £5,100	Use of P/T Teacher for reading and writing support and intervention in Y3.	Challenge 2, 11 Y1, Y2, Y3
WISE Writing Second year of implementation Trust Led Lead release (HLTA Cover) % already costed previously	Director of Teaching and Learning created bespoke programme supporting English Lead, following activity for Research school and through work undertaken in line with EEF. Efficacy of WISE Writing across the Trust.	Challenge 4, 5, 6, 10 & 11 Whole School focus from Autumn 2 2022.
Spell Shed £648.00	Previously identified as weakness in moderation. EEF Improving Literacy KS2 p 34	Challenge 11 KS2 - home access included
Power maths Rec-Y4, including CPD. £1561.02	DfE recommended and support funding in Sept 2021.	Challenge 3 3rd year and working towards whole school in 3 years, Rec-Y4 2023-2024
Ashley Maths CPD + teacher release time Lead release (HLTA Cover) % already costed previously	Further school improvement looking at maths curriculum and delivery bespoke to Ashley in accordance with EEF guidance. EEF Improving maths EYFS-KS1 EEF Improving maths KS2 + KS3	Challenge 3 Whole School
Number Sense, including CPD.	NCETM programme. Research-informed, matching 2021 EYFS framework, synthetic and structured in-line with Phonics teaching.	Challenges 1, 2, 3 & 10 2nd complete year - trialled end 21-22. EYFS & KS1
TT Rockstars £210.24	Historic use and success in improving pupil Times tables recall progress. Trust-wide use.	Challenges 3 & 10
STAR maths, including CPD. £1383.60	Tracking of pupils not performing at ARE in line with Trust assessment procedures. Inform future interventions. STAR Maths provides formative data to refine the teaching of Maths for our most disadvantaged pupils.	Challenges 1, 3, 4, 5 & 6 Y2-6 SEND/LA
Teaching Assistants 1 per class Rec-Y2 .	EEF +1	Challenges 1-11

1 per year group Y3-6. % of salaries % of cost £171,000 - £29,564.52	Efficacy of historic use: implementing intervention - phonics, reading, maths, SEND; classroom support; lunchtime supervising; pastoral support. EEF Making best use of TAs	
1-1 support % of salaries % £74,250	EEF +3 Efficacy of historic use	Challenge 1, 2, 3,4 6, 10
Cognitive load and working memory, CPD. Teaching and Learning Advocates Trust led Teacher release HLTA cover % costed	EEF Metacognition and Self-regulating Recommendations 2 x Teaching and Learning advocates working with others in Trust led by Director for Teaching and Learning for the Trust to implement key principles across school - First year 2023-2024. Such strategies embedded in English, maths, science, geography, history, art curriculum (up to October 2022, with plan for further subjects throughout 2023-2024).	Challenge 2, 3, 5, 10 & 11
CPD Resilience and self-regulation £500	EEF Social and Emotional Learning +4 Following Covid-19 Pandemic more pupils and families need further support with SEMH.	Challenge 4, 6
Phonics, Y6, Behaviour Workshops % teacher staff preparation and delivery - internal cost/cover	Engaging parents Increased engagement of adults at home during school closures to lead to increased attendance of support sessions for parents. EEF Parental Engagement	Challenge 2, 3, 4, 5, 6, 8.
Non teaching SENCO ensures quality first teaching is meeting the needs of individual pupils with SEND and timely advice is sought from SEND services. Availability to further support parents and carers. £25,720	Evidence shows the impact of high quality initial training and ongoing coaching. Supporting teachers with EEF '5 a day' This time is needed to focus on the SEND PP group due to high incoming needs.	Challenges 1, 2, 3, 4, 6, 8 & 11.

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

Budgeted cost: **£6,087 TBC**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Launchpad for Literacy from EYFS through school. £295	Success of Launchpad embedded across Trust. Early identification of barriers in communication, language and the development of wider literacy skills.	Challenges 1, 4, 10 All children
Wider subscription to Lexia. £2,292	Home and school use available. Proven improvements with LA and GD pupils, though benefits and accessed by all pupils. EEF +2	Challenge 1, 2, 11, Whole School
Use of Educational Psychologist for quick identification of needs and support for individuals. LA SLA	Historic need for further and quick support of large proportion of SEND and those with PP and SEND.	Challenge 4, 6
Booster Sessions provided for Y6 in maths and English from October 2023. £3,500	EEF - success of high quality first teaching. Historic success in raising attainment for end of KS2. Monitoring evidence.	Challenge 2, 4, 5, 6 Available to all year 6 pupils.
Reading Tuition TBC	Teacher CPD based Reading Fluency and Comprehension skills. Reading tutoring - School-led. Progress of all pupils who undertook 1-/1-3 tutoring Autumn 21-22. EEF - + 5 months progress	Challenge 1, 2, 4, 5, 6 & 10 Y3, 4, 5.

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

Budgeted cost: **£47,194.50 TBC**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance support for pupils and families - led by Child and	Historic school evidence. School's own analysis. Report and impact on attainment and well-being. School's own Case Studies.	Challenge 7 Specified pupils on CWO list.

Family Welfare Officer(s). Cost stated elsewhere.	Use of FFT to match against Trust, FFT and national. Successful processes and outcomes 2021-2022, 2022-2023.	
CPOMs to record all immediate baseline assessments for new pupils including SEMH on entry and beyond. £940	Historic school analysis of baseline to measure progress new pupils make both immediately and long term, as well as identifying areas for support. Particular use from Jan 22-July22, recording information relating to vulnerable pupils and awareness for relevant staff - recording and implementing relevant interventions: internally and externally, academically and SEMH.	Challenge 4, 6 & 7
Reviewed and implemented behaviour code across school following policy.	EEF - Improving behaviour in schools report. Historic impact of low level disruptions to whole class learning and those with specific needs.	Challenge 4, 6, 8 & 9 All pupils from Aut 2023
Non-residential and residential trips £1,000	Historic success of school's trips with Y5/6 on residentials and each year group for curriculum related activities that enhance the curriculum.	Challenge 4, 6 & 9
CFWO engagement with pupils and families. % of £42,400	EEF Social and Emotional Learning +4 Growing implications for extra support - Previous years' benefits from CFWO.	Challenge 4, 6, 8 Identified pupils
Nurture provision to meet increased SEMH needs £1000	Managing behaviour and well-being of pupils - use of CFWO, SENDCO and nurture room, including lunchtime nurture group. EEF Social + Emotional Learning EEF Improving behaviour	
Kidsafe and CPD £324.50	Previous successes of Kidsafe since 2018	Challenge 5, 6, 9
Emotional Resilience £1530	Previous years' successes of ER, including supporting Y6 transition to local secondary schools.	Challenge 4, 6, 8
Supervisory staff for lunch time to ensure support and lesson delivery. x 4 £15, 943	Historic demands placed on other members of staff when duties missed - SLT, Office, TAs and teachers ultimately affecting lessons and interventions, supporting welfare and safeguarding of all children.	Challenge 1-10 All pupils.

Total budgeted cost: £ 178,363.29 TBC

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 2022-2023 academic year with £237,901 total funding of 37% of pupils out of 414 on roll.

This was the first year the school was Ashley Academy part of WISE Academies MAT.

Externally provided programmes

Programme	Provider
TT Rock Stars	Maths Circle
Accelerated Reading	Renaissance Learning
STAR Maths	Renaissance Learning
Power maths	Active Learn
Little Wandle	Letters and Sounds
Reading Plus	Hybrid Learning
Lexia	

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Children in receipt of reduced class sizes with additional staff. Some interventions to close gaps. Full access to resources outlined in strategy.
What was the impact of that spending on service pupil premium eligible pupils?	Children still need further support in the next academic year.

2022-2023 Strategy Reviewed

Desired Outcome	Actions and Cost	Review
Early identification in EYFS / on entry to this school of language barriers (inc EAL) and relevant support and intervention implemented.	New framework in line with Trust. Trust lead support. No cost. TA per EYFS, Y1, Y2, Y6 class, other TA per year group. % of cost £171,000 - £29,564.52 Launchpad used for early intervention. £295 Baseline tests carried out using NTS Assessments and Star Reading test to ascertain starting points and provide	Successful implementation of new curriculum following WISE Trust and support from EYFS Trust Lead. 67% attained GLD - greater than 2021-2022. Trust average 64%. Early identification successes and interventions placed. 7% EYFS children on SEND register, 12% on watch with interventions. Specific needs identified more accurately

	<p>intervention. SENCo assesses identified children. AR £3,816 TAs deliver intervention under direction of teacher in accordance with gaps/IEPs. Costed above 1-1 support. % £74,250 Phonics Workshops % teacher staff preparation and delivery - internal cost/cover £1000</p> <p>EMTRAS support for EAL Learning Village £792 Use of Educational Psychologist for quick identification of needs and support for individuals. £675</p>	<p>and quickly - strategies therefore implemented quicker to support increased progress. 1-1 support proving invaluable as ever - see specific cases with language barriers. 29% identified SEND across school.</p> <p>EAL pupils and languages spoken remain similar to previous year 27/426 pupils 6% with 12 different languages spoken. 15/23 new to school this year (inc 8 new to nursery and reception classes). EMTRAS only working with Ukrainian children this year. SENCO absence. Learning village review to be ineffective at this time. EP agreement ended and reimplemented with LA but this means fewer children can be put through process. Further tracking of EAL (and others with language barrier) performance to be implemented in 23-24.</p>
<p>Improve Phonics and Early Reading attainment in EYFS with impact through to the end of KS2.</p>	<p>2 xTAs across Rec - phonics timetabled and referral throughout the day 2 xTAs across Y1 - phonics timetabled and referral throughout the day 2 xTAs across Y2 - set phonics timetabled and referral Costed above. St Michael's Hub sponsorship and work with Reading Lead. Sponsor £6,000 Staff Meetings to update and continue training. Monitoring of delivery and impact. Phonics Interventions Rec - Y6 Phonics Workshop Costed above Launchpad for Literacy Costed above Reading for pleasure timetabled Reading Plus £4,000 Accelerated Reading Costed above WISE Read. No cost Extra staff in year groups to further support. Costed above. FFT Reading Tuition £13,000 Early Reading Tuition £10,000 Wider subscription to Lexia. £8,250 Booster Sessions provided for Y6 English from October 2022. % of £3,500</p>	<p>Second full year of implementation of Little Wandle. Y1 received the full programme to date. Rec - 69% previous year - 72%, however, due the latest assessment next week, with expectation that 3 children will have moved and shift % to 76%. Rec reading - 76.7% 3 lessons Phonics taught daily in Y1. Very positive feedback from external visits including Trust Leads, St Michael's Hub and SLT - half and termly monitoring. 3 weekly meet for Read Lead with other Leads' support. Release given to Reading Lead to support implementation, development and monitoring. Y1 83% pass Screening Check up on 51% 21-22. Closed the gap from 19% to 15% across the year for PP.. Y2 87% pass up on 54% 21-22, closed the gap from 33% to 12% across the year for PP. KS2 Initial phonics intervention: Y3-15, Y4-6, Y5-1, Y6-4, of which 81% have passed. Improved reading outcomes from Y2-Y6, greatest in Y3. Improved reading outcomes from Y2-Y6, greatest in Y3. 26 children in Y3 receipt of reading tuition - LS/KR - Y3 greatest increase across school. Autumn data 81.76 Averages SS</p>

		<p>of those children to 91.32 in summer. Lexia not fully implemented at this time with timetable and resource constraints - to be reviewed moving forward.</p> <p>DHT absence.</p> <p>23-24 - Rec + Y1 reading 3x weekly to be implemented and Y2 for Autumn term.</p> <p>Y2 schedule for reading - Aut: phonics, Spr: Fluency, Sum: WISE Read. Continue Read+, AR and WISE Read for KS2.</p> <p>Continued use of AR alongside Read Plus in KS2 for one year.</p>
<p>Sound mathematical knowledge embedded at EYFS and KS1 as foundations for learning through school to increase attainment at the end of KS2.</p>	<p>Maths Lead, Trust support.</p> <p>Fidelity to WRM from Y4-6.</p> <p>Introduction of maths retrieval KS2 and timetable change from Sum 1.</p> <p>Power maths Rec-Y3, including CPD. £1,385.96</p> <p>Additional teaching staff used for Y1-6. Costed above.</p> <p>Use of AHT/DHT. Costed above</p> <p>Number Sense, including CPD. £ - free subscription</p> <p>TT Rockstars. £175.20</p> <p>STAR maths, including CPD. £2,165</p> <p>Teaching Assistants 1 per class Rec-Y2 and Y6. Costed above</p> <p>1 per year group Y3-5. Costed above</p> <p>1-1 support Costed above</p> <p>Booster Sessions provided for Y6 in maths from October 2022.</p> <p>% £3,500</p>	<p>Increase in % of attainment across whole school and PP across the year.</p> <p>Gap between PP and non-pp closing at Spring, data unavailable at this time for summer.</p> <p>DHT absence.</p> <p>Rec - 76.6%</p> <p>Y3 Mult Check increased performance across year for all groups: Aut 1 Non-PP 2%, PP 0%</p> <p>Sum 2 non-PP 24%, PP 8%.</p> <p>Y4 Mult check increased performance across year for all groups: Aut 1 non-PP 0%, PP 0%</p> <p>Sum 2 non-PP 69%, PP 65% - small gap.</p>
<p>Improved writing skills throughout KS1 and KS2.</p>	<p>2 xTAs across Rec - phonics timetabled and referral throughout the day</p> <p>2 xTAs across Y1 - phonics timetabled and referral throughout the day.</p> <p>2 xTAs across Y2 - set phonics timetabled and referral Costed above.</p> <p>SLOW Writing Intervention Y1-6 September 2022 Trust Led</p> <p>WISE Writing Trust Led</p> <p>Further support cost inc teacher cover £3,000</p> <p>Staff Meetings to update and continue training.</p> <p>Monitoring of delivery and impact.</p> <p>Phonics Interventions Rec - Y6</p>	<p>Rec - 66.7%</p> <p>End KS1 - Non-PP 25%</p> <p>Y2 LA moderation again this year.</p> <p>End KS2 - Non-PP 70% 7%GD</p> <p>Trust moderations performed termly.</p> <p>PP data not available at this time.</p> <p>KS1 data low and lower to previous year - cohort low attainment in Y1 and Phonics/Reading focus - further support to be placed in Y3 and changes to schedule for Y2 - implementation of WISE Write from September and further CPD. Low attainment across school but increased performance from Summer 2022 and the start of the WISE process. Spelling and handwriting remain weak and barriers to</p>

	<p>Booster Sessions provided for Y6 English from October 2022. % of £3,500</p>	<p>attainment. Programmes introduced in September to address this.</p>
<p>All children are readily able to access the appropriate curriculum for their needs with minimal disruption so that learning for all pupils remains focused and expected progress in attainment is made across the school in line with Trust and National data.</p>	<p>Cognitive load and working memory, CPD. Use of WISE Curriculum in wider subjects. Trust led CPD Resilience and self-regulation £500 CFWO Behaviour and SEMH support (extended to families and carers). % £42,400 Reviewed and implemented behaviour code across school following policy. Cover costs £1,000 CPOMs to record all immediate baseline assessments for new pupils including SEMH on entry and beyond. £1,140 Emotional Resilience £1530 Further supervisory staff for lunch time to ensure support and lesson delivery. £4,000 Trail Blazing School for Mental Health - allocation of support from referrals to Life Cycles (to become directly referred from school to speed up process). Kidsafe and CPD £772.69</p>	<p>Early identification of baselines in attainment, needs and well-being of pupils who join Ashley mid-primary/year is made to ensure provisions are in place at the earliest opportunity.</p> <p>Factors included children currently involved in/referred to: CYPS, Lifecycles, Healthy Minds, Educational Psychologist, Emotional Resilience Team, School Counsellor, School Mentor, having/pending EHCP with Other (EMTRAS, Attendance, EHP, Young Carers, Bereavement, Safeguarding Police, Early Bird, CIN Social Care, Friends for Life and Social Care, Foundation of Light/YOLO). Needs ranging: Anxiety, School avoidance (EBSA), Attachment, Bereavement and Other (Challenging behaviour, emotion regulation, witness to domestic SEMH/violence, withdrawn at school, attendance, SEBD).</p> <p>Behaviour generally evidenced as good across school but low level disruption remains and to be addressed 23-24. Behaviour tracking to be implemented September 2023. Existing Provisions to be maintained and further training and support sought after. Continued monitoring evidence and feedback from class teachers (Prog meet) and invaluable use of CPOMs. Governors' Termly Report. Further enhancement to the curriculum to provide experiences for children to support access to the curriculum.</p>
<p>Attendance, especially for those with PP, continues to improve and impacts on greater attainment on the whole.</p>	<p>Attendance support for pupils and families - led by Child and Family Welfare Officer(s). Costed above.</p>	<p>Rigorous intervention and tracking weekly - Class Maps created to track attendance and actions across the year - these feed into Progress Meetings. Info used to create Governors' Termly Report. Home visits performed, fines issued and support given. Rewards given to whole class attendance weekly. End of year school attendance - 94% Continued Monitoring into 23-24 - objective to remain. Means of tracking punctuality needed for 22-2. Continued use of FFT and reporting to Trust.</p>

