# Pupil premium strategy statement 2024-2025

## This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils following the [EEF Guide to the Pupil Premium.](https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium_-_2024.pdf?v=1726059150)

For 2024-2025, 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 | 398 (152 Eligible) |
| Proportion (%) of pupil premium eligible pupils | 38% |
| Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)** | 2023-2024  2024-2025  2025-2026 |
| Date this statement was published | September 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | T. Irvine (HT) |
| Pupil premium lead | J. McCormick (DHT) |
| Governor / Trustee lead | M. Stephenson |

**Funding overview**

| **Detail** | **Amount** |
| --- | --- |
| Pupil premium funding allocation this academic year | £ 224,960 |
| Recovery premium funding allocation this academic year | £ 0 |
| School-Led Tutoring funding allocation this academic year | £ 0 |
| 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 | £ 224,960 |

# 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. The driving factors to ensure the funding has maximum impact for all pupils are: frequent evaluation of the school; its curriculum and delivery; barriers faced by the school and its pupils; and use of internal data. 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 intervention - with the aim of pupils ‘keeping up’ rather than ‘catching up’.   * 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 | **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. |
| 2 | **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. |
| 3 | **Limited understanding and mathematical fluency** to apply mathematical skills to solve a range of reasoning problems across maths. |
| 4 | **Early Reading-** children from disadvantaged backgrounds often start school with lower language and communication skills, which can have a long-term impact on their academic success.  Beyond early reading, developing a love of reading and ensuring strong comprehension skills is a challenge especially in upper key stage 2 where reading for pleasure often declines. |
| 5 | Limited **life and cultural experiences** for many of our PP children. |
| 6 | **Higher percentage** of pupils eligible for premium than both locally and nationally in addition to high number or 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 | **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. |

## 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 Ashley Academy of language barriers (inc EAL) and relevant support and intervention implemented. | Numbers of EYFS pupils attaining GLD are in line with Trust and national average OR those with identified needs (in EYFS and beyond) make at least 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 (age related expectations) 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 continue 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 **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost:  **£171,336.24**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Continued CPD for EYFS staff to further embed the implementation of the EYFS framework - new staff to EYFS inc EYFS Lead. | WISE Early Years Practice Hub involvement in PD of EYFS staff.  [EEF EYFS Professional Development](https://educationendowmentfoundation.org.uk/support-for-schools/evidence-for-the-early-years/early-years-evidence-store/guide-to-effective-professional-development-in-the-early-years) | **Challenges 1, 2, 3, 4, 5, 6, 9**  All staff receive relevant CPD and contribute to all pupils in EYFS. |
| Little Wandle used across EYFS and Y1.  Intervention from Y2 and Rapid Catch Up Intervention Y3 - Y6, including supporting reading books and training. | DfE endorsed.  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.  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.  [EEF 5+ Phonics](https://educationendowmentfoundation.org.uk/news/phonics-mastering-the-basics-of-reading) | **Challenges 1, 4, 6, 9**  All pupils in Nursery, Reception and Year 1  Identified children Y2-Y6. |
| Accelerated Reading, including CPD. | Continued use of Accelerated Reading existing resource to promote Reading for Pleasure and support readers at their appropriate reading stage.  Trust-wide use.  In accordance with WISE Trust Assessment procedures, use of STAR Reading Tests termly to inform attainment, progress and interventions. | **Challenge 4**  Y2-Y6 |
| WISE Reading Fluency Y2 | Director of Teaching and Learning created bespoke “Phonics to Fluency” programme following activity for Research school and through work undertaken in line with EEF.  Embedded Ashley practice.  [EEF Reading Fluency](https://educationendowmentfoundation.org.uk/news/eef-blog-shining-a-spotlight-on-reading-fluency) | **Challenge 4 & 6**  Y2 Autumn 2 term, following Phonics in preparation for comprehension skill development |
| Additional interventions  Autumn term - (reassessed termly)  Use of HLTA, DHT for reading, writing and maths support and intervention. | Historic use (2023-2024) of interventions by allocated staff had proven impact on raising attainment across these subjects.  [EEF Teaching Assistant Interventions - moderate impact.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions)  [EEF Small Group Tuition - moderate impact.](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition)  Also reduces class sizes overall in Writing sessions allowing higher teacher to pupil ratio. | **Challenges 1, 3, 4 & 6**  Y3 - Y6 |
| Early Writing  Use of Early Years Lead, English Lead and KS1 teachers to support and model using guidance | In line with DfE expectations, dictation in early writing to be developed across Early Years and KS1.  [EEF EYFS Physical Development part 3 - Mark making](https://educationendowmentfoundation.org.uk/early-years-evidence-store/physical-development?approach=teaching-the-skills-needed-for-mark-making-and-letter-formation&utm_source=/early-years-evidence-store/physical-development&utm_medium=search&utm_campaign=site_searchh&search_term)  [EEF Preparing for Literacy](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-early-years)  [EEF Improving Literacy KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1?utm_source=/education-evidence/guidance-reports/literacy-ks-1&utm_medium=search&utm_campaign=site_searchh&search_term) | **Challenges 1, 2, 6, 9** |
| WISE Writing | Director of Teaching and Learning created Ashley Academy bespoke programme supporting English Lead, following activity for Research school and through work undertaken in line with EEF.  [EEF - Improving Literacy KS2 - Recommendation 4](https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1726683614)  Efficacy of WISE Writing across the Trust.  Impact shown in year 2023-2024 writing attainment across school. | **Challenges 1, 2, 6, 9**  WISE Trust and Whole School priority  Autumn 24 |
| Spell Shed | Spelling previously identified as weakness in internal moderation.  Impact evident in attainment in writing 2023-2024.  [EEF Improving Literacy KS2 p 34](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2) | **Challenges 1, 4, 6, 9**  KS2 - home access included |
| Power maths Rec-Y5, including CPD. | DfE recommended and supported funding in Sept 2021. | **Challenges 3, 6, 9**  4th year and working towards whole school in 2025-2026.  Rec-Y5 2024-2025 |
| Ashley Maths  CPD + teacher release time - use of concrete materials. | Following school improvement 2023-2024 looking at maths curriculum and delivery bespoke to Ashley in accordance with EEF guidance. Developing use of concrete materials 2024-2025.  [EEF Improving maths EYFS-KS1](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/early-maths)  [EEF Improving maths KS2 + KS3](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3) | **Challenges 3, 6, 9**  Whole School |
| Number Sense, including CPD. | NCETM programme. Research-informed, matching 2021 EYFS framework, synthetic and structured in-line with Phonics teaching. | **Challenges 2, 3, 6 and 9**  3rd complete year  EYFS & KS1 |
| TT Rockstars | Historic use academic years (2022-24) impact evident in improving pupil times tables recall progress.  WISE Trust-wide use. | **Challenges 3, 6 & 9** |
| STAR maths, including CPD. | 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 3 & 6**  Y2-6 SEND/ *ALL* pupils? |
| ECT support and mentoring. | [EEF - ECT Trial Evaluation](https://d2tic4wvo1iusb.cloudfront.net/production/documents/pages/projects/ECF_ERO_study_plan_17_May_2021_v1.pdf?v=1726740823)  Value of supporting new teachers to enable retention in teaching career  Teacher outcomes: Teacher retention in the same school, Self Efficacy, Teaching Quality, Teaching Satisfaction, Intentions to remain in teaching | **Challenges 1-9**  1 x class Y2 and Y4. |
| Teaching Assistants 1 per class Rec-Y2.  3 Teaching Assistants across KS2. | Efficacy of historic use: implementing intervention - SEND support in phonics, reading, maths, writing; classroom support; lunchtime supervising; and pastoral support.  [EEF Making best use of TAs](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants) | **Challenges 1-9** |
| 1-1 support x8 | Efficacy of historic use  [EEF Making best use of TAs](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)  [EEF 1-1 tuition](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition) +5 months  Academic, pastoral support | **Challenges 1-9** |
| Clicker - supporting writing - SEND / Bottom 20% | [Clicker Evidence of efficacy](https://www.cricksoft.com/uk/clicker/learn-more/evidence) | **Challenge 1 & 6** |
| Cognitive load and working memory, CPD.  Teaching and Learning Advocates delivering WISE Learning Principles. | [EEF Metacognition and Self-regulating Recommendations](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition)  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 - Second year 2024-2025.  Such strategies embedded in English, maths, science, geography, history, art curriculum (further subjects 2024-2025). | **Challenge 1, 2, 3, 4, 6, & 9** |
| CPD Resilience and self-regulation | [EEF Social and Emotional Learning +4](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  Following Covid-19 Pandemic, more pupils and families need further support with SEMH. | **Challenge 6** |
| Phonics, Y6, Coffee mornings, class sta and play, class assemblies, more events to cater for parental engagement | [EEF Parental Engagement](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement) | **Challenges 1-9** |
| 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. | Evidence shows the impact of high quality initial training and ongoing coaching.  Supporting teachers with [EEF ‘5 a day’](https://educationendowmentfoundation.org.uk/news/eef-blog-five-a-day-to-improve-send-outcomes)  This time is needed to focus on the SEND /PP groups due to high incoming needs. | **Challenges 1, 2, 3, 4, 6, 7, 8 & 9.** |

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

Budgeted cost: **£8,444**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Launchpad for Literacy from EYFS through school. | Success of Launchpad embedded across WISE Trust.  Early identification of barriers in communication, language and the development of wider literacy skills. | **Challenges 1, 2, 4, 6 & 9**  All children |
| Wider subscription to Lexia. | Home and school use available.  Proven improvements with LA and GD pupils, though benefits and accessed by all pupils.  EEF +2 | **Challenge 1, 2 & 6**  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. | **Challenges 1, 2, 3, 4, 6 & 9** |
| Booster Sessions provided for Y6 in maths and English from Spring 2025 | EEF - success of high quality first teaching.  Historic success in raising attainment for end of KS2. Monitoring evidence. | **Challenge 1, 3, 6 reading? & 9**  Available to all year 6 pupils. |

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

Budgeted cost: **£45,180**

| **Activity** | **Evidence that supports this approach** | **Challenge number(s) addressed** |
| --- | --- | --- |
| Attendance support for pupils and families.  **Allotment of 1 day task contact per week** | Historic school evidence.  School’s own analysis. Report and impact on attainment and well-being.  School’s own Case Studies.  Use of FFT to match against WISE Trust, FFT and national averages.  Successful processes and outcomes 2021-2022, 2022-2023, 2023-2024. | **Challenge 7**  Specified pupils on CWO list. |
| CPOMs to record all immediate baseline assessments for new pupils including SEMH on entry and beyond. | Historic school analysis of baseline to measure progress new pupils make both immediately and long term, as well as identifying areas for support.  Daily use by all staff to record information relating to vulnerable pupils and awareness for relevant staff - recording and implementing relevant interventions: safeguarding, internally and externally, academically and SEMH. | **Challenges 6, 7, & 8** |
| Embedding behaviour policy across school from 2023-2024 roll out - large number of new pupils intake from various backgrounds. | [EEF - Improving behaviour in schools report.](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour)  Stronger behaviour management in 2023-2024 showed increased learning in classrooms. | **Challenges 1, 2, 3, 4 & 6**  All pupils from Aut 2024 |
| Non-residential and residential trips | Historic success of residential school trips with Y5 and Y6.  Enabling children from all backgrounds to access opportunities may otherwise not encounter - particular those who are at a disadvantage.  [EEF Outdoor Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning)  [EEF Trial - fund day out boost writing](https://educationendowmentfoundation.org.uk/news/trial-shows-project-based-on-a-fun-day-out-boosts-writing-skills-by-nine-mo) +9 | **Challenges 5, 6 and 7** |
| CFWO engagement with pupils and families. | [EEF Social and Emotional Learning +4](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning)  Growing implications for extra support - Previous years' benefits from CFWO. | **Challenge 5, 6, 7 & 8**  Identified pupils |
| Nurture provision to meet increased SEMH needs | Managing behaviour and well-being of pupils - use of CFWO, SENDCO and nurture areas, including lunchtime nurture group.  [EEF Social + Emotional Learning](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning) | **Challenges 6 & 7** |
| Kidsafe and CPD | Previous successes of Kidsafe since 2018 relative to PSHE, SEMH, and safeguarding. | **Challenges 5, 6, 7 and 8** |
| Emotional Resilience (ER) | Previous years' successes of ER, including supporting Y6 transition to local secondary schools. | **Challenges 5 & 6** |
| Lunch time supervisors to ensure support, first aid and lesson delivery. | Historic demands placed on other members of staff with staff absences - SLT, Office, TAs and teachers covering - ultimately affecting lessons and interventions, supporting welfare and safeguarding of all children. | **Challenge 1-7 & 9**  All pupils. |

**Total budgeted cost: £224,960.24**

# 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 2023-2024 academic year with £249,441 total funding of 41% of pupils out of 372 on roll.

This was the second 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 | Cambium Learning Group |

## 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. |

**2023-24 Strategy Reviewed**

# 

**KS2 SAT/TA Data:**

|  | **Reading** | **Writing** | **Maths** | **RWM** | **Science** |
| --- | --- | --- | --- | --- | --- |
| **Expected** | 72% | 70% | 70% | 57 | 69% |
| **Greater depth** | 22% | 17% | 7% | 4% | 35% |

| **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.  TA per EYFS, Y1, Y2 class,  other TA per year group. **% of salary**  Launchpad used for early intervention. **£295**  Baseline tests carried out using NTS Assessments and Star Reading test to ascertain starting points and provide intervention.  SENCo assesses identified children. **AR £1,288**  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**  EMTRAS support for EAL  Use of Educational Psychologist for quick identification of needs and support for individuals. **SLA** | Successful implementation of new curriculum following WISE Trust and support from EYFS Trust Lead.  69% attained GLD - greater than 2022-2023. Trust average 65%.  Early identification successes and interventions placed.  20% EYFS children on SEND register.  Specific needs identified more accurately and quickly - strategies therefore implemented quicker to support increased progress.  1-1 support proving invaluable as ever - see specific cases with language barriers.  23% identified SEND across school.  EAL pupils and languages spoken remain similar to previous year 35/427 pupils 8% with 16 different languages spoken. 10/35 new to school this year (inc 6 new to nursery and reception classes).  EMTRAS only working with Ukrainian children this year, and later 1 x Y6 Arabic speaking pupil.  EP - 6 cases: referral specialist teachers, CYPS neurodevelopmental assessment, **Further tracking of EAL (and others with language barrier) performance to be implemented in 24-25.** | |
| Improve Phonics and Early Reading attainment in EYFS with impact through to the end of KS2. | 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**.**  St Michael’s Hub sponsorship and work with Reading Lead.  Staff Meetings to update and continue training.  Monitoring of delivery and impact.  Phonics Interventions Rec - Y6  Phonics Workshop  Launchpad for Literacy **£295**  Reading for pleasure timetabled  Reading Plus **£4,000**  Accelerated Reading  WISE Read.  Extra staff in year groups to further support.  Early Reading Tuition **£9397**  Wider subscription to Lexia.  **£2292**  Booster Sessions provided for Y6 English from October 2022.  **% of £3,500** | Third full year of implementation of Little Wandle. Y1 received the full programme to date.  Rec - 72% previous year - 76.2%.  2 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 84% pass Screening Check up on 83% 23-24. Increase from 15% to 64% PP from June 2022.  Y2 93% pass up on 87% 22-23, closed the gap 92% PP.  KS2 Initial phonics intervention: Y3-8, intake of 1 67% pass , Y4-2 100% pass, Y5-0, Y6, initially 0 but intake of 2 100% pass  Significantly improved reading outcomes from Y2-Y6, especially in number of PP and closed gap in Y3 - 73% non-PP to 72% PP.  Summer 23 data Averages SS 101.6 to 103.2 Summer 24.  Lexia used Trust wide and further implemented into SEND support in 2024-2025.  23-24 - Rec + Y1 reading 3x weekly implemented and Y2 for Autumn term.  Impact - Y1 Reading up 10% from previous year, closed gap from 36% to 53% PP.  **Y2 schedule for reading - Aut: phonics Spr: Fluency, Sum: WISE Read - Effective Move to Aut 1 Phonics, Aut 2 Fluency, Spring onwards Wise Read**  **Continue AR and WISE Read for KS2.** | |
| Sound mathematical knowledge embedded at EYFS and KS1 as foundations for learning through school to increase attainment at the end of KS2. | Maths Lead, Trust support.  Fidelity to WRM from Y4-6.  Introduction of maths retrieval KS2 and timetable change from Aut 1.  Power maths Rec-Y4, including CPD. **£1,561.02**  Number Sense, including CPD. **£ - free subscription**  TT Rockstars. **£210.24**  STAR maths, including CPD.  **£1,383.60**  Teaching Assistants 1 per class Rec-Y2 and Y6. **Costed above**  1 per year group Y3-5. **Costed above**  1-1 support **Costed above**  Booster Sessions provided for Y6 in maths from October 2022.  **% £3,500** | Increase in at least 10% of attainment across the whole school and PP from Summer 23 to Summer 24.  Gap between non-PP to PP closing Summer 23 - Summer 24 across KS2 - needs further focus in KS1 in 2024-25.  Rec - 88.1%  Y4 Mult Check increased performance 69% Summer 23 - 71% Summer 24. Closed gap for PP average score non-PP 21 and PP 20.  **Continued Ashley maths used and refined for 2024-2025 using Power Maths Rec-Y5 with focus on use of concrete materials to support all learners across school.** | |
| Improved writing skills throughout KS1 and KS2. | 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.**  WISE Writing **Trust Led**  Staff Meetings to update and continue training.  Monitoring of delivery and impact.  Phonics Interventions Rec - Y6  Booster Sessions provided for Y6 English from October 2023.  **% of £3,500** | Rec - 73.8%  First complete year of Ashley Writing in place. Large % increase seen though still well below average, gaps closing across for PP. Key focus for 2024-2025.  Y6 significant progress on wiring year on year from Summer 23 53% and across year for the cohort - from 16% autumn to 70% summer moving in line with NA 72%.  KS2 successful LA moderation including 17% GD.  Trust moderations performed termly.  **Continued Ashley writing used and refined for 2024-2025.**  **Focused intervention and tracked across the year for KS2.** | |
| 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. | Cognitive load and working memory, CPD. **Trust Led**  Use of WISE Curriculum in wider subjects including teaching principles that support working memory. **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. **£940**  Emotional Resilience **£1530**  Further supervisory staff for lunch time to ensure support and lesson delivery. **£15,943**  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 **£324.50** | 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.  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, 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).  **Behaviour generally evidenced as good across school but some low level disruption remains and to be addressed 24-25. Behaviour tracking continued from September 2023.**  **Existing provisions to be maintained and further training and support sought after. Continued monitoring evidence and feedback from class teachers (Progress + Phase Meetings) and invaluable use of CPOMs. Governors' Termly Report.**  **Further enhancement to the curriculum to provide experiences for children to support access to the curriculum.**  **Implementation Plan 2024-2025 followed by Teaching and Learning Advocates to support use of Teaching Principles.** | |
| Attendance, especially for those with PP, continues to improve and impacts on greater attainment on the whole. | Attendance support for pupils and families - led by Child and  Family Welfare Officer(s). % **Costed above.** | Rigorous intervention and tracking weekly - School Tracker 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 - 93.4%  **Continued Monitoring into 2024-25 objective to remain. Tracking punctuality continued for 24-25. Continued use of FFT and reporting to Trust.**  **Attendance Week WC 23/9/24**  **Introduction of Winopoly.** | |