

# 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](#).

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 ( <b>3 year plans are recommended</b> )	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
<b>Total budget for this academic year</b> 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 is committed to inspiring children to aspire, achieve, be resilient, and proud. Our mission is to provide all children, regardless of background, with the strongest possible foundation as they transition from primary education to the next stages of their academic and personal development. Central to our ethos is a focus on Raising the Attainment Disadvantaged Youngsters (RADY), ensuring that every child receives the support they need to succeed.

### Our Key Areas of Focus:

To nurture well-rounded, resilient, and high-achieving individuals, Ashley Academy emphasizes:

- **Empathetic and professional pastoral care:** Our staff provide unwavering support to meet the emotional and social needs of every child.
- **Quality First Teaching (QFT):** Teaching practices ensure high standards and inclusivity to engage all learners effectively.
- **A broad and enriched curriculum:** Opportunities are created to expose students to diverse knowledge, skills, and cultural experiences.
- **Focused interventions and support:** Tailored strategies close learning gaps and address individual challenges.
- **Wider opportunities:** Activities and programs promote positive experiences, attitudes, and values.
- **Achievement in line with peers:** We aim for all pupils, regardless of disadvantage, to perform at levels comparable to their age group and circumstances.

### Ensuring Equity through Funding

Ashley Academy recognises that funding must be strategically allocated to benefit all disadvantaged and vulnerable pupils, not only those eligible for specific funding streams. By understanding the unique challenges our pupils face, we ensure that resources - such as the Pupil Premium - are used effectively to maximize impact. Frequent evaluations of the school, curriculum, and teaching delivery, alongside an analysis of barriers and data, inform our decisions to achieve the best outcomes for every child.

### Our Intent

We are dedicated to:

- **Nurturing the whole child:** Inspiring children to achieve their full potential academically, socially, and emotionally.
- **Promoting equity in achievement:** Supporting disadvantaged pupils to perform as well as their peers nationally.
- **Delivering an engaging curriculum:** Equipping all children with the knowledge, skills, and cultural capital needed for lifelong success.
- **Closing gaps in learning:** Addressing challenges arising from Covid-19 disruptions and other

barriers.

## Our Implementation

To achieve our goals, we:

- **Prioritise pastoral care:** Placing children's emotional well-being at the heart of their education.
- **Focus on quality first teaching:** Ensuring that lessons are engaging, inclusive, and designed to close learning gaps proactively, aiming for children to "keep up" rather than "catch up."
- **Provide targeted interventions:** Delivering early support for those with significant learning gaps or who are not making expected progress.
- **Enrich the wider curriculum:** Offering experiences that foster knowledge, creativity, and a sense of belonging within the school community.

## Our Impact

By embedding RADY principles into every aspect of school life, we strive to:

- Enhance the well-being, engagement, and emotional health of pupils and families.
- Close gaps in children's learning, as evidenced through ongoing assessments.
- Ensure children achieve at levels consistent with peers locally and nationally.

Ashley Academy is steadfast in its commitment to fostering a nurturing environment that raises achievement for disadvantaged youngsters, ensuring every child is equipped to thrive both academically and personally.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Basic writing skills</b> for each year group from KS1 and KS2 is low including stamina for succinct and coherent texts, including expected spellings and punctuation.
2	<b>Speech and Language</b> 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	<b>Limited understanding and mathematical fluency</b> to apply mathematical skills to solve a range of reasoning problems across maths.
4	<b>Early Reading</b> - 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 <b>life and cultural experiences</b> for many of our PP children.
6	<b>Higher percentage</b> 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 <b>attendance</b> continues to be paramount to well-being and learning especially for disadvantaged pupils.
8	Growing need to reach and assist <b>parents/guardians</b> 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	<b>Working memory</b> 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, Phonics Screen Check and Reading at the end of each Key Stages, 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 wellbeing 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

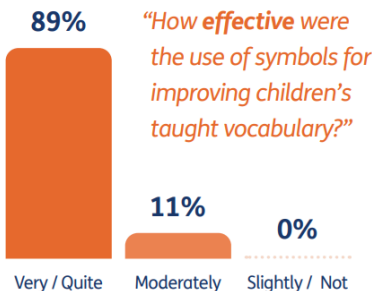

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

### 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. <a href="#">EEF EYFS Professional Development</a>	<b>Challenges 1, 2, 3, 4, 5, 6, 9</b> 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 (disadvantaged pupils), 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. Following RADY - uplift of Y1 PP pupils. <a href="#">EEF 5+ Phonics</a>	<b>Challenges 1, 4, 6, 9</b> All pupils in Nursery, Reception and Year 1 Identified children Y2-Y6 (SEND/EAL)..
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.	<b>Challenge 4</b> Y2-Y6
WISE Reading: Phonics to Fluency for all Y2 and for Y3 intervention.	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. <a href="#">EEF Reading Fluency</a>	<b>Challenge 4 &amp; 6</b> Y2 Autumn 2 term, following Phonics in preparation for comprehension skill development. Y3 targeted pupils.
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. Trust-wide promotion of improving writing attainment based on Trust research and collaborative working model. <a href="#">EEF EYFS Physical Development part 3 - Mark making</a> <a href="#">EEF Preparing for Literacy</a> <a href="#">EEF Improving Literacy KS1</a>	<b>Challenges 1, 2, 6, 9</b> Year 1 and targeted pupils Y2-Y6.
WISE Writing	Director of Teaching and Learning created Ashley Academy bespoke programme supporting English Lead, following activity	<b>Challenges 1, 2, 6, 9</b> Year 2-6

	<p>for Research school and through work undertaken in line with EEF.</p> <p><a href="#">EEF - Improving Literacy KS2 - Recommendation 4</a></p> <p>Efficacy of WISE Writing across the Trust. Impact shown in year 2023-2024 writing attainment across school.</p> <p>WISE Trust and Whole School priority Autumn 24</p>	
Spell Shed	<p>Spelling previously identified as weakness in internal moderation.</p> <p>Impact evident in attainment in writing 2023-2024.</p> <p><a href="#">EEF Improving Literacy KS2 p 34</a></p>	<b>Challenges 1, 4, 6, 9</b> KS2 - home access included
Power maths Rec-Y5, including CPD.	<p>DfE recommended and supported funding in Sept 2021.</p> <p>4th year and working towards whole school in 2025-2026.</p> <p>Rec-Y5 2024-2025</p>	<b>Challenges 3, 6, 9</b> Year 1-5
Ashley Maths CPD + teacher release time - use of concrete materials.	<p>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.</p> <p><a href="#">EEF Improving maths EYFS-KS1</a></p> <p><a href="#">EEF Improving maths KS2 + KS3</a></p>	<b>Challenges 3, 6, 9</b> Whole School
Number Sense, including CPD.	<p>NCETM programme. Research-informed, matching 2021 EYFS framework, synthetic and structured in-line with Phonics teaching.</p>	<b>Challenges 2, 3, 6 and 9</b> 3rd complete year EYFS & KS1
TT Rockstars	<p>Historic use academic years (2022-24) impact evident in improving pupil times tables recall progress.</p> <p>WISE Trust-wide use.</p>	<b>Challenges 3, 6 &amp; 9</b>
STAR maths, including CPD.	<p>Tracking of pupils not performing at ARE in line with Trust assessment procedures. Inform future interventions.</p> <p>STAR Maths provides formative data to refine the teaching of Maths for our most disadvantaged pupils: allowing RADY pupils to perform in line with peers.</p>	<b>Challenges 3 &amp; 6</b> Y1-6
ECT support and mentoring.	<p><a href="#">EEF - ECT Trial Evaluation</a></p> <p>Value of supporting new teachers to enable retention in teaching career</p> <p>Teacher outcomes: Teacher retention in the same school, Self Efficacy, Teaching Quality, Teaching Satisfaction, Intentions to remain in teaching</p>	<b>Challenges 1-9</b> 1 x class Y2 1 x class Y4
Teaching Assistants 1 per class Rec-Y2. 3 Teaching Assistants across KS2.	<p>Efficacy of historic use: implementing intervention - SEND support in phonics, reading, maths, writing; classroom support; lunchtime supervising; and pastoral support; especially through the lens of RADY.</p> <p><a href="#">EEF Making best use of TAs</a></p>	<b>Challenges 1-9</b>
1-1 support x 8	Efficacy of historic use	<b>Challenges 1-9</b>

	<a href="#">EEF Making best use of TAs</a> <a href="#">EEF 1-1 tuition</a> +5 months Academic, pastoral support, especially through the lens of RADY.	
Clicker - supporting writing - SEND / Bottom 20%	<a href="#">Clicker Evidence of efficacy</a>	<b>Challenge 1 &amp; 6</b> SEND, EAL Bottom 20%
Widgit - supporting across curriculum with communication, language and learning.	<p>Teacher survey results.</p> <p>At the end of the 26 weeks all teachers who took part were asked to feed back on the outcomes of the project.</p> <p>Figure 1</p>  <p>89% "How effective were the use of symbols for improving children's taught vocabulary?"</p> <p>11% 0%</p> <p>Very / Quite Moderately Slightly / Not</p> <p>Inline with RADY, building confidence and curriculum access.</p>	<b>Challenges 1, 2, 4, 6 &amp; 9</b> SEND, EAL Bottom 20%
Cognitive load and working memory, CPD. Teaching and Learning Advocates delivering WISE Learning Principles.	<a href="#">EEF Metacognition and Self-regulating Recommendations</a> 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). QFT is one of the RADY Pledges: RADY permeates through Teaching and Learning to ensure equitable model - support, guidance and challenge to DA in ALL lessons.	<b>Challenge 1, 2, 3, 4, 6, &amp; 9</b>
CPD Resilience and self-regulation. Zones of Regulation implemented.	<a href="#">EEF Social and Emotional Learning +4</a> Following Covid-19 Pandemic, more pupils and families need further support with SEMH. Click image for research evidence: 	<b>Challenge 6</b>
More events to cater for parental engagement: Phonics, Y6, Coffee mornings, class stay	<a href="#">EEF Parental Engagement</a> RADY identifies parental engagement as a barrier to DA school engagement. By	<b>Challenges 1-9</b>



and play, class assemblies,	encouraging parents into school we aim to create a sense of 'belonging' for ALL.	
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 <a href="#">EEF '5 a day'</a> This time is needed to focus on the SEND /PP groups due to high incoming needs.	<b>Challenges 1, 2, 3, 4, 6, 7, 8 &amp; 9.</b>

## 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.	<b>Challenges 1, 2, 4, 6 &amp; 9</b> All children
Wider subscription to Lexia.	Home and school use available. Proven improvements with LA and GD pupils, although it benefits and can be accessed by all pupils. EEF +2	<b>Challenge 1, 2 &amp; 6</b> Whole School
Use of Educational Psychologist for quick identification of needs and support for individuals. <b>LA SLA</b>	Historic need for further and quick support of large proportion of SEND and those with PP and SEND.	<b>Challenges 1, 2, 3, 4, 6 &amp; 9</b>
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.	<b>Challenge 1, 3, 6 reading? &amp; 9</b> Available to all year 6 pupils with a focus on DAP.
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. <a href="#">EEF Teaching Assistant Interventions - moderate impact.</a> <a href="#">EEF Small Group Tuition - moderate impact.</a> Also reduces class sizes overall in Writing sessions allowing higher teacher to pupil ratio; strengthening interactions with pupils in accordance with RADY.	<b>Challenges 1, 3, 4 &amp; 6</b> Y3 - Y6

## 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. <b>Allotment of 1 day task contact per week</b>	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.	<b>Challenge 7</b> 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.	<b>Challenges 6, 7, &amp; 8</b>
Embedding behaviour policy across school from 2023-2024 roll out - large number of new pupils intake from various backgrounds.	<a href="#">EEF - Improving behaviour in schools report.</a> Stronger behaviour management in 2023-2024 showed increased learning in classrooms.	<b>Challenges 1, 2, 3, 4 &amp; 6</b> 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. <a href="#">EEF Outdoor Learning</a> <a href="#">EEF Trial - fund day out boost writing +9</a> Data shows DA don't usually have the same breadth of experiences from which to build knowledge and experience onto. Providing these supports school attendance and attainment.	<b>Challenges 5, 6 and 7</b>
CFWO engagement with pupils and families.	<a href="#">EEF Social and Emotional Learning +4</a> Growing implications for extra support - Previous years' benefits from CFWO.	<b>Challenge 5, 6, 7 &amp; 8</b> Identified pupils
Nurture provision to meet increased SEMH needs	Managing behaviour and well-being of pupils - use of CFWO, SENDCO and	<b>Challenges 6 &amp; 7</b>

	nurture areas, including lunchtime nurture group. <a href="#">EEF Social + Emotional Learning</a>	
Extra-curricular activities offering enrichment opportunities.	Data shows DA don't usually have the same breadth of experiences from which to build knowledge and experience onto. Providing these supports school attendance and attainment.	<b>Challenges 2, 5 &amp; 7</b>
Kidsafe and CPD	Previous successes of Kidsafe since 2018 relative to PSHE, SEMH, and safeguarding.	<b>Challenges 5, 6, 7 and 8</b>
Emotional Resilience (ER)	Previous years' successes of ER, including supporting Y6 transition to local secondary schools.	<b>Challenges 5 &amp; 6</b>
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.	<b>Challenge 1-7 &amp; 9</b> 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

All Pupils

	Ashley				
Attainment^	R	W	M	SPAG	R/W/M
Reception GLD	69%				
Y1 Phonics Check	84%				
Y1 Cohort average SS	100.2	100.1	102.0		
Y1 Expected - SS 100+ (Report NTS Reading )	64%	67%	73%		60%
Y2 Phonics Check (cumulative)	93%				
Y2 Cohort average SS	101.7	97.6	101.9		
Y2 Expected - SS of 100+	70%	53%	72%		50%
Y2 National Exp (2023)	68%	60%	70%	-	56%
Y2 Greater Depth - SS of 110+	18%	0	18%		0
Y2 National GD (2023)	19%	8%	16%	-	6%
Y3 Cohort average SS	103.9	92.4	103.0	103.6	
Y3 Expected - SS of 100+	73%	32%	67%	69%	32%
Y4 Multiplication Check Average Score	21				
Y4 Cohort average scaled	108.3	93.0	108.1	106.0	
Y4 Expected - SS of 100+	83%	29%	83%	76%	29%
Y5 Cohort average scaled	107.3	92.9	104.4	106.1	
Y5 Expected - SS of 100+	84%	40%	78%	81%	40%

Pupil Premium

	Ashley				
Attainment^	R	W	M	SPAG	R/W/M
Reception GLD	46%				
Y1 Phonics Check	68%				
Y1 Cohort average SS	96.4	98.9	96.3		
Y1 Expected - SS 100+ (Report NTS Reading )	53%	58%	53%		42%
Y2 Phonics Check (cumulative)	92%				
Y2 Cohort average SS	98.1	95.4	99.4		
Y2 Expected - SS of 100+	56%	40%	52%		36%
Y2 National Exp(2023 Disadv)	54%	44%	56%	-	41%
Y2 Greater Depth - SS of 110+	0%	0	16%		0
Y2 National GD (2023 Disadv)					
Y3 Cohort average SS	102.1	89.0	101.0	102.9	
Y3 Expected - SS of 100+	72%	16%	60%	64%	16%
Y4 Multiplication Check Average Score	20%				
Y4 Cohort average scaled	106.0	89.3	106.0	102.6	
Y4 Expected - SS of 100+	79%	13%	75%	67%	13%
Y5 Cohort average scaled	104.6	87.8	101.8	102.4	
Y5 Expected - SS of 100+	77%	27%	73%	73%	27%

### KS2 SAT/TA Data:

	Reading	Writing	Maths	RWM	Science
<b>Expected</b>	72%	70%	70%	57	69%
<b>Greater depth</b>	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.	<p>New framework in line with Trust. Trust lead support.</p> <p>TA per EYFS, Y1, Y2 class, other TA per year group. <b>% of salary</b></p> <p>Launchpad used for early intervention. <b>£295</b></p> <p>Baseline tests carried out using NTS Assessments and Star Reading test to ascertain starting points and provide intervention.</p> <p>SENCo assesses identified children. <b>AR £1,288</b></p> <p>TAs deliver intervention under direction of teacher in accordance with gaps/IEPs. <b>Costed above</b></p> <p>1-1 support. <b>% £74,250</b></p> <p>Phonics Workshops <b>% teacher staff preparation and delivery - internal</b></p>	<p>Successful implementation of new curriculum following WISE Trust and support from EYFS Trust Lead.</p> <p>69% attained GLD - greater than 2022-2023. Trust average 65%.</p> <p>Early identification successes and interventions placed.</p> <p>20% EYFS children on SEND register.</p> <p>Specific needs identified more accurately and quickly - strategies therefore implemented quicker to support increased progress.</p> <p>1-1 support proving invaluable as ever - see specific cases with language barriers.</p> <p>23% identified SEND across school.</p> <p>EAL pupils and languages spoken remain similar to previous year 35/427 pupils 8%</p>

	<p><b>cost/cover £1000</b></p> <p>EMTRAS support for EAL</p> <p>Use of Educational Psychologist for quick identification of needs and support for individuals. <b>SLA</b></p>	<p>with 16 different languages spoken. 10/35 new to school this year (inc 6 new to nursery and reception classes).</p> <p>EMTRAS only working with Ukrainian children this year, and later 1 x Y6 Arabic speaking pupil.</p> <p>EP - 6 cases: referral specialist teachers, CYPS neurodevelopmental assessment,</p> <p><b>Further tracking of EAL (and others with language barrier) performance to be implemented in 24-25.</b></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</p> <p>2 xTAs across Y1 - phonics timetabled and referral throughout the day</p> <p>2 xTAs across Y2 - set phonics timetabled and referral.</p> <p>St Michael's Hub sponsorship and work with Reading Lead.</p> <p>Staff Meetings to update and continue training.</p> <p>Monitoring of delivery and impact.</p> <p>Phonics Interventions Rec - Y6</p> <p>Phonics Workshop</p> <p>Launchpad for Literacy <b>£295</b></p> <p>Reading for pleasure timetabled</p> <p>Reading Plus <b>£4,000</b></p> <p>Accelerated Reading</p> <p>WISE Read.</p> <p>Extra staff in year groups to further support.</p> <p>Early Reading Tuition <b>£9397</b></p> <p>Wider subscription to Lexia. <b>£2292</b></p> <p>Booster Sessions provided for Y6 English from October 2022.</p> <p><b>% of £3,500</b></p>	<p>Third full year of implementation of Little Wandle. Y1 received the full programme to date.</p> <p>Rec - 72% previous year - 76.2%.</p> <p>2 lessons Phonics taught daily in Y1.</p> <p>Very positive feedback from external visits including Trust Leads, St Michael's Hub and SLT - half and termly monitoring.</p> <p>3 weekly meet for Read Lead with other Leads' support.</p> <p>Release given to Reading Lead to support implementation, development and monitoring.</p> <p>Y1 84% pass Screening Check up on 83% 23-24. Increase from 15% to 64% PP from June 2022.</p> <p>Y2 93% pass up on 87% 22-23, closed the gap 92% PP.</p> <p>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</p> <p>Significantly improved reading outcomes from Y2-Y6, especially in number of PP and closed gap in Y3 - 73% non-PP to 72% PP.</p> <p>Summer 23 data Averages SS 101.6 to 103.2 Summer 24.</p> <p>Lexia used Trust wide and further implemented into SEND support in 2024-2025.</p> <p>23-24 - Rec + Y1 reading 3x weekly implemented and Y2 for Autumn term.</p> <p>Impact - Y1 Reading up 10% from previous year, closed gap from 36% to 53% PP.</p> <p><b>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.</b></p>
<p>Sound mathematical knowledge embedded at EYFS and KS1 as</p>	<p>Maths Lead, Trust support.</p> <p>Fidelity to WRM from Y4-6.</p>	<p>Increase in at least 10% of attainment across the whole school and PP from</p>

foundations for learning through school to increase attainment at the end of KS2.	<p>Introduction of maths retrieval KS2 and timetable change from Aut 1.</p> <p>Power maths Rec-Y4, including CPD. <b>£1,561.02</b></p> <p>Number Sense, including CPD. <b>£ - free subscription</b></p> <p>TT Rockstars. <b>£210.24</b></p> <p>STAR maths, including CPD. <b>£1,383.60</b></p> <p>Teaching Assistants 1 per class Rec-Y2 and Y6. <b>Costed above</b></p> <p>1 per year group Y3-5. <b>Costed above</b></p> <p>1-1 support <b>Costed above</b></p> <p>Booster Sessions provided for Y6 in maths from October 2022.</p> <p><b>% £3,500</b></p>	<p>Summer 23 to Summer 24.</p> <p>Gap between non-PP to PP closing Summer 23 - Summer 24 across KS2 - needs further focus in KS1 in 2024-25.</p> <p>Rec - 88.1%</p> <p>Y4 Mult Check increased performance 69% Summer 23 - 71% Summer 24.</p> <p>Closed gap for PP average score non-PP 21 and PP 20.</p> <p><b>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.</b></p>
Improved writing skills throughout KS1 and KS2.	<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 <b>Costed above.</b></p> <p>WISE Writing <b>Trust Led</b></p> <p>Staff Meetings to update and continue training.</p> <p>Monitoring of delivery and impact.</p> <p>Phonics Interventions Rec - Y6</p> <p>Booster Sessions provided for Y6 English from October 2023.</p> <p><b>% of £3,500</b></p>	<p>Rec - 73.8%</p> <p>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.</p> <p>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%.</p> <p>KS2 successful LA moderation including 17% GD.</p> <p>Trust moderations performed termly.</p> <p><b>Continued Ashley writing used and refined for 2024-2025.</b></p> <p><b>Focused intervention and tracked across the year for KS2.</b></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>Cognitive load and working memory, CPD. <b>Trust Led</b></p> <p>Use of WISE Curriculum in wider subjects including teaching principles that support working memory. <b>Trust led.</b></p> <p>CPD Resilience and self-regulation <b>£500</b></p> <p>CFWO Behaviour and SEMH support (extended to families and carers). <b>% £42,400</b></p> <p>Reviewed and implemented behaviour code across school following policy.</p> <p><b>Cover costs £1,000</b></p> <p>CPOMs to record all immediate baseline assessments for new pupils including SEMH on entry and beyond. <b>£940</b></p> <p>Emotional Resilience <b>£1530</b></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, 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</p>



	<p>Further supervisory staff for lunch time to ensure support and lesson delivery. <b>£15,943</b></p> <p>Trail Blazing School for Mental Health - allocation of support from referrals to Life Cycles (to become directly referred from school to speed up process).</p> <p>Kidsafe and CPD <b>£324.50</b></p>	<p>domestic SEMH/violence, withdrawn at school, attendance, SEBD).</p> <p><b>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.</b></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). % <b>Costed above.</b></p>	<p>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% <b>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.</b></p>