

Pupil premium strategy statement 2025-2026

This statement details our school’s use of pupil premium funding to help improve the attainment of our disadvantaged pupils (DA) following the [EEF Guide to the Pupil Premium](#).

For 2025-2026, 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	360 (151) Eligible
Proportion (%) of pupil premium eligible pupils	42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2028
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
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	£ 228,765
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	£ 228,765

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 of 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 emphasises:

- **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 maximise 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 any remaining 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	<p>Basic Writing Skills</p> <p>Pupils across KS1 and KS2 often lack stamina to produce extended, coherent writing. Weaknesses in spelling, punctuation, and grammar limit their ability to meet expected standards</p>
2	<p>Speech, Language and Communication</p> <p>Speech and language difficulties, particularly in the Early Years, hinder access to the curriculum and slow progress. Oracy skills are underdeveloped across the school, reducing pupils' ability to articulate ideas, engage in discussion, and deepen understanding. Increasing numbers of pupils enter school with EAL, creating additional barriers in language acquisition, communication, and access to the wider curriculum.</p>
3	<p>Mathematical understanding and fluency</p> <p>Limitations hinder pupils' ability to complete tasks and apply skills in reasoning and problem-solving.</p>
4	<p>Reading</p> <p>Disadvantaged pupils often start school with weaker language and communication skills, creating early gaps. Beyond early reading, sustaining a love of reading and developing strong comprehension - particularly in Upper KS2 where reading for pleasure declines - remain challenges. Secure reading and comprehension are essential for accessing the wider curriculum.</p>
5	<p>Limited life and cultural experiences</p> <p>Many pupil premium (PP) / disadvantaged pupils have restricted life and cultural exposure, which acts as a barrier to learning by narrowing their understanding, restricting curriculum connections and reducing aspirations widening gaps with their peers.</p>
6	<p>Vulnerable pupils with multiple needs</p> <p>The school has a higher proportion of pupils eligible for Pupil Premium than both local and national figures. Many also belong to more than one vulnerable group (e.g., SEMH needs, SEND, and/or EAL), compounding barriers to learning, behaviour and progress.</p>
7	<p>Attendance</p> <p>Although improving, attendance remains a key barrier. Persistent absence impacts well-being and learning, with disadvantaged pupils disproportionately affected. Nationally, disadvantaged pupils are more likely to be persistently absent, with 22.7% of pupils eligible for free school meals (FSM) missing 10% or more of school, compared to 11.3% of their non-disadvantaged peers (DfE, 2023).</p>
8	<p>Parental Engagement</p> <p>There is a growing need to support and involve parents/guardians more effectively. Limited engagement reduces opportunities for pupils to practise reading, spellings, times tables, maths strategies, and homework, while also affecting consistency in behaviour and attitudes to learning.</p>
9	<p>Working Memory</p> <p>Working memory difficulties are increasingly identified as a significant barrier to learning. A large proportion of affected pupils are disadvantaged and this impacts progress across all areas of the curriculum.</p>

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
Pupils' language and oracy skills are rapidly identified and developed in EYFS and on entry, ensuring strong foundations for learning.	<ul style="list-style-type: none"> ● All language needs (including EAL) identified on entry, with targeted interventions in place. ● Pupils make strong progress in Communication and Language from their starting points. ● Pupils demonstrate improved oracy skills, able to articulate ideas clearly in class discussions.
Phonics and Early Reading attainment in EYFS and KS1 improves, leading to secure comprehension and a sustained love of reading that supports progress through KS2 and across the curriculum.	<ul style="list-style-type: none"> ● Phonics attainment in EYFS and KS1 improves year on year, with outcomes at least in line with Trust and national averages. ● Increasing numbers of pupils pass the Year 1 Phonics Screening Check at or above national levels. ● Early reading outcomes strengthen, with disadvantaged pupils making at least expected progress from their starting points. ● Pupils develop secure comprehension skills across KS2, demonstrated in assessment outcomes and classroom practice.
Pupils develop stamina, accuracy, and coherence in writing from EYFS through KS2.	<ul style="list-style-type: none"> ● Writing attainment improves at each Key Stage and meets or exceeds Trust and national averages. ● Gaps in writing outcomes between disadvantaged and non-disadvantaged pupils narrow year on year.
Secure foundations in mathematical knowledge and fluency enable pupils to reason and solve problems with confidence.	<ul style="list-style-type: none"> ● Strong mathematical fluency embedded in EYFS and KS1. ● KS1 and KS2 attainment in mathematics meets or exceeds Trust and national averages. ● Attainment gaps between disadvantaged and non-disadvantaged pupils narrow progressively.
All pupils access an ambitious curriculum that meets their needs and develops cultural capital.	<ul style="list-style-type: none"> ● Curriculum adaptations meet a wide range of needs effectively. ● Pupils joining mid-year/mid-primary have baselines identified quickly, with timely support in place. ● Behaviour, engagement, and participation in learning are consistently positive. ● Pupils make progress in line with their starting points, Trust, and national expectations. ● Curriculum experiences build confidence, resilience, and aspiration for future learning and life.
Attendance, parental engagement, and participation in learning improve, positively impacting attainment and well-being.	<ul style="list-style-type: none"> ● Whole-school attendance, including disadvantaged pupils, meets national averages. ● Persistent absence reduces year on year. ● Increased parental involvement in supporting reading, spellings, times tables, homework, oracy, and positive behaviour. ● Pupils take part in enrichment activities that extend cultural capital and broaden life experiences.

Activity in this academic year

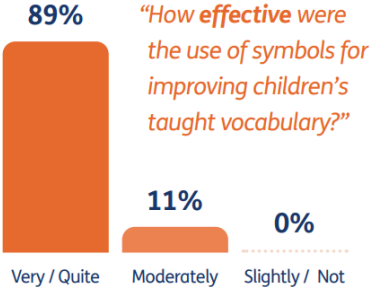
This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.


Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£124,682**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing professional Development (PD) for EYFS staff to further embed the implementation of the EYFS framework.	WISE Early Years Practice Hub involvement in PD of EYFS staff. EEF EYFS Professional Development Ofsted June 2025.	Challenges 1, 2, 3, 4, 5, 6, 9 All staff receive relevant PD and contribute to all pupils in EYFS.
Little Wandle used across EYFS and KS1 including supporting reading books and ongoing PD.	DfE endorsed. Whilst not directly covered in EEF, EEF suggests 5* for consistent Phonics intervention and benefits to DA, 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. Ofsted June 2025. EEF 5+ Phonics	Challenges 1, 2, 4, 6, 9
Implementation of Voice 21 across the whole school.	Click image for research evidence: 	Challenges 1, 2, 3, 4, 6, 9
Talk Boost implemented from nursery to KS1	Using Talk Boost can significantly improve children's talking and understanding of words. Two thirds of children make good progress after just eight to ten weeks of the programme. Talk Boost	Challenges 1, 2, 3, 4, 6, 9
Accelerated Reading, including CPD.	Continued use of Accelerated Reading and STAR 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
Phonics to Fluency and WISE Reading.	WISE Director of Teaching and Learning created the "Phonics to Fluency" programme following activity for Research School and through work undertaken in line with EEF. Both are embedded in Ashley Academy practice incorporating Quality First Teaching (QFT) practices and principles. EEF Reading Fluency	Challenge 2, 4, 9

Early Writing. Use of Early Reading and Writing Lead, English Lead and KS1 teachers to support and model.	In line with DfE expectations, dictation in early writing to be developed across Early Years and KS1 continued practice from 2024-2025. Trust-wide promotion of improving writing attainment based on Trust research and collaborative working model. EEF EYFS Physical Development part 3 - Mark making EEF Preparing for Literacy EEF Improving Literacy KS1	Challenges 1, 2, 6, 9
WISE Writing	Bespoke WISE and adapted Ashley Academy programme, following activity for Research school and through work undertaken in line with EEF. EEF - Improving Literacy KS2 - Recommendation 4 Efficacy of WISE Writing across the Trust. Impact shown in 2023-2025 writing attainment across school. WISE Trust and Whole School priority from Autumn 24.	Challenges 1, 2, 6, 9
Spell Shed	Spelling previously identified as weakness in internal moderation. Impact evident in attainment in writing 2023-2025. EEF Improving Literacy KS2 p 34	Challenges 1, 4, 6, 9 KS2 - home access included
Power maths Rec-Y6, including PD.	DfE recommended and supported funding in Sept 2021. 5th year and now across whole school in 2025-2026.	Challenges 3, 6, 9
Ashley Maths PD + teacher release time - use of concrete materials/manipulatives	Following school improvement 2023-2025 reviewed maths curriculum and delivery bespoke to Ashley in accordance with EEF guidance. Developing use of concrete materials/manipulatives 2024-2025. EEF Improving maths EYFS-KS1 EEF Improving maths KS2 + KS3	Challenges 3, 6, 9
Number Sense, including PD including extending to Y3.	NCETM programme. Research-informed, matching 2021 EYFS framework, synthetic and structured in-line with Phonics teaching. 4th year.	Challenges 2, 3, 6 and 9
TT Rockstars	Historic use academic years (2022-25) impact evident in improving pupil times tables recall progress. WISE Trust-wide use of monitoring and tracking progress and attainment.	Challenges 3, 6 & 9
ECT support and mentoring.	EEF - ECT Trial Evaluation 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 Y3

<p>Teaching Assistants (TAs) 1 per class Rec-Y2. 3 Teaching Assistants across KS2.</p>	<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. EEF Making best use of TAs</p>	<p>Challenges 1-9</p>
<p>1-1 support x 6</p>	<p>Efficacy of historic use EEF Making best use of TAs EEF 1-1 tuition +5 months Academic, pastoral support, especially through the lens of RADY.</p>	<p>Challenges 1-9</p>
<p>Clicker - supporting writing - SEND / Bottom 20%</p>	<p>Clicker Evidence of efficacy</p>	<p>Challenge 1 & 6 SEND, EAL Bottom 20%</p>
<p>Widgit - supporting across curriculum with communication, language and learning.</p>	<p>Teacher survey results. 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 style="text-align: right;"><i>Figure 1</i></p>  <p>89% "How effective were the use of symbols for improving children's taught vocabulary?" 11% 0%</p> <p>Very / Quite Moderately Slightly / Not</p> <p>Inline with RADY, building confidence and curriculum accessibility.</p>	<p>Challenges 1, 2, 4, 6 & 9</p>
<p>Cognitive load and working memory, CPD. Teaching and Learning Advocates delivering WISE Learning Principles.</p>	<p>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 - Third year 2025-2026. Such strategies embedded in English, maths, science, geography, history, art curriculum (further subjects 2025-2026). 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.</p>	<p>Challenge 1, 2, 3, 4, 6, & 9</p>
<p>Quality First Teaching Teaching and Learning Advocates delivering WISE Learning Principles.</p>	<p>Quality First Teaching (QFT) is central to both the RADY and Ashley approach, with all staff trained to deliver inclusive, evidence-based strategies that support the diverse needs of all learners. By embedding these practices, we aim to close the attainment gap and empower disadvantaged pupils to succeed academically.</p>	<p>Challenge 1, 2, 3, 4, 6, & 9</p>

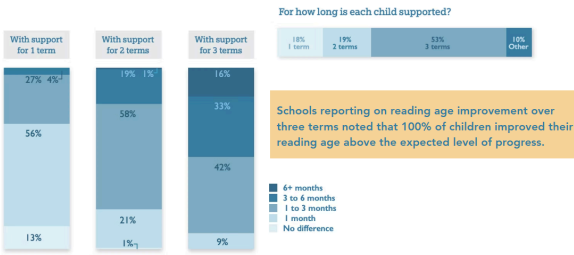
<p>CPD Resilience and self-regulation. Zones of Regulation implemented.</p>	<p>EEF Social and Emotional Learning +4 More pupils and families identified as needing further support with SEMH. Click image for research evidence:</p> 	<p>Challenge 6</p>
<p>More events to cater for parental engagement: Phonics, Y6, Coffee mornings, class stay and play, year group assemblies and performances.</p>	<p>EEF Parental Engagement RADY identifies parental engagement as a barrier to DA school engagement. By encouraging parents into school we aim to create a sense of 'belonging' for ALL.</p>	<p>Challenges 1-9</p>
<p>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.</p>	<p>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 groups due to high incoming needs. Ofsted June 2025.</p>	<p>Challenges 1, 2, 3, 4, 6, 7, 8 & 9.</p>
<p>Development of Ashley's Creative Curriculum and PD.</p>	<p>Evidence shows that a broad, well-structured curriculum promotes equity by giving disadvantaged pupils access to the same ambitious knowledge and opportunities as their peers. Internal monitoring shows that pupils with limited life and cultural experiences benefit from a creative curriculum, which supports personal development and helps close knowledge gaps including further opportunities for parental engagement.</p>	<p>Challenges 2, 5, 6, 8.</p>
<p>Cultural Match and PD for teachers in the first 5 years of career.</p>	<p>Programme specifically designed: cultural capital is a significant tool that young people can use to achieve success in life – broadening experiences and promoting character-building qualities and skills. Engaging in cultural activity increases confidence, encourages self-expression, and broadens understanding of the world. Cultural Match.</p>	<p>Challenges 2, 5, 6, 7, 8.</p>
<p>Active Learn</p>	<p>Evidence linking movement to improved learning. Ofsted-aligned strategies to strengthen curriculum delivery. Immediate classroom impact - equipping teachers with effective teaching methods that enhance</p>	<p>Challenges 1, 2, 3, 4, 6, 7, 9</p>

	both academic results and whole-school wellbeing.	
Use of online school resources available: Twinkl, Classroom Secrets, Grammasaurus, Planpanion to support Ashley Curriculum.	Use of ready made resources that support the existing Ashley Curriculum to aid in teacher's workload.	Challenges 1, 2, 3, 4, 6, 9

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

Budgeted cost: **£ 34,725**

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
Wider subscription to Lexia.	Home and school use available. Proven improvements with lower and higher attaining pupils, although it benefits and can be accessed by all pupils. EEF +2	Challenge 1, 2 & 6
Intervention from Y2 and Rapid Catch Up Intervention Y3 - Y6, including supporting reading books and training.	Whilst not directly covered in EEF, EEF suggests 5* for consistent Phonics intervention and benefits to DA, which Little Wandle prescribes as part of its scheme.	Challenges 1, 2, 4, 9
Phonics to Fluency	WISE Director of Teaching and Learning created the "Phonics to Fluency" programme following activity for Research School and through work undertaken in line with EEF. EEF Reading Fluency	Challenges 2, 4, 9
Early writing and dictation in KS2.	In line with DfE expectations, dictation in early writing to be developed as intervention in KS2 to targeted children in small groups. Trust-wide promotion of improving writing attainment based on Trust research and collaborative working model. EEF Preparing for Literacy EEF Improving Literacy KS1	Challenges 1, 2, 6, 9

<p>Use of Educational Psychologist for quick identification of needs and support for individuals.</p> <p>LA Service Level Agreement (SLA)</p>	<p>Historic need for further and quick support for pupils with SEND and those with PP and SEND.</p>	<p>Challenges 1, 2, 3, 4, 6 & 9</p>
<p>Booster Sessions provided for Y6 in maths and English from Spring 2025</p>	<p>EEF - success of high quality first teaching. Historic success in raising attainment for end of KS2. Monitoring evidence.</p>	<p>Challenge 1, 3, 6 reading? & 9</p>
<p>Additional interventions (reassessed termly) Use of SENDCO, DHT for reading, writing and maths support and intervention.</p>	<p>Historic use (2023-2025) of interventions by allocated staff had proven impact on raising attainment across these subjects. EEF Small Group Tuition - moderate impact. Also reduces class sizes overall in main teaching sessions allowing higher teacher to pupil ratio; strengthening interactions with pupils in accordance with RADY.</p>	<p>Challenges 1, 3, 4 & 6</p>
<p>Afternoon Interventions led by TAs.</p>	<p>EEF Teaching Assistant Interventions - moderate impact. EEF Small Group Tuition - moderate impact.</p>	<p>Challenges 1, 2, 3, 4, 6, 9</p>
<p>School Readers 3 x volunteers through programme read with Tier 1 and 2 readers.</p>	<p>Click image for research evidence:</p> <p>Incremental reading age improvement</p>  <p>For how long is each child supported?</p> <p>18% 1 term, 19% 2 terms, 51% 3 terms, 10% Other</p> <p>Schools reporting on reading age improvement over three terms noted that 100% of children improved their reading age above the expected level of progress.</p> <p>6+ months, 3 to 6 months, 1 to 3 months, 1 month, No difference</p> <p>With regular support, 100% of pupils improved their reading age above the expected level.</p>	<p>Challenges 2, 4, 5, 6, 8, 9</p>

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

Budgeted cost: £ 69,358

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance support for pupils and families.</p> <p>Allotment of 1 day task contact per week</p>	<p>Historic school evidence.</p> <p>School's own analysis. Report and impact on attainment and well-being.</p> <p>School's own Case Studies.</p> <p>Use of FFT to match against WISE Trust, FFT and national averages.</p> <p>Successful processes and outcomes 2021-2025.</p> <p>Ofsted June 2025.</p>	<p>Challenge 7</p> <p>Specified pupils on monitoring list.</p>
<p>Use CPOMs to record baseline assessments for all new pupils, including SEMH, on entry and throughout their time in school, to ensure needs are identified and support is implemented swiftly.</p>	<p>Historic school analysis of baseline to measure progress new pupils make both immediately and long term, as well as identifying areas for support.</p> <p>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.</p>	<p>Challenges 6, 7, & 8</p>
<p>Embedding behaviour policy across school from 2023-2024 roll out - large number of new pupils intake from various backgrounds.</p>	<p>EEF - Improving behaviour in schools report.</p> <p>Stronger behaviour management in 2023-2025 showed increased learning in classrooms.</p> <p>Ofsted June 2025.</p>	<p>Challenges 1, 2, 3, 4 & 6</p>
<p>Non-residential and residential trips</p>	<p>Historic success of residential school trips with Y5 and Y6.</p> <p>Enabling children from all backgrounds to access opportunities may otherwise not encounter - particular those who are at a disadvantage.</p> <p>EEF Outdoor Learning</p> <p>EEF Trial - fund day out boost writing +9</p> <p>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.</p>	<p>Challenges 5, 6 and 7</p>
<p>CFWO engagement with pupils and families.</p>	<p>EEF Social and Emotional Learning +4</p> <p>Growing implications for extra support - Previous years' benefits from CFWO.</p>	<p>Challenge 5, 6, 7 & 8</p> <p>Identified pupils</p>
<p>Nurture and sensory provision to meet</p>	<p>Managing behaviour and well-being of pupils - use of CFWO, SENDCO and</p>	<p>Challenges 6 & 7</p>

increased SEMH/SEND needs	nurture areas, including lunchtime nurture group. EEF Social + Emotional Learning	
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.	Challenges 2, 5 & 7
Kidsafe and CPD	Previous successes of Kidsafe since 2018 embedded in the personal development curriculum so further support PSHE and safeguarding curriculum.	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.
Develop career aspirations, broadening horizons and raising motivation, so they are well-prepared for future learning and employment including PD.	North East Ambition work in partnership with Newcastle University research: All primary school children should receive early careers education	Challenges 2, 5, 6
Recording of work e.g. video and photograph and communication with families.	Subscription to Seesaw. Historic use to communicate with families across the whole school. Effective quick communication from office to homes and direct from teacher to home and vice versa.	Challenge 8

Total budgeted cost: £228,765

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-2025 academic year with £224,960 total funding of 38% of pupils out of 398 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 / STAR Reading	Renaissance Learning
STAR Maths	Renaissance Learning
Power maths	Active Learn
Little Wandle	Letters and Sounds
Lexia	Cambium Learning Group
Widgit	Widgit Symbols © Widgit Software Ltd 2002 - 2025
Clicker	Inclusive Technology Ltd

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Children in receipt of reduced class sizes with additional staff. Some interventions to close gaps. Full access to resources outlined in strategy.</p> <p>Provided targeted pastoral/behavioural support.</p> <p>Implemented small-group and 1:1 interventions to support well-being, resilience, and positive relationships.</p> <p>Funded additional enrichment opportunities and curriculum experiences to promote belonging, stability, and engagement.</p> <p>Used CPOMs to monitor pastoral needs and track interventions to ensure early support.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>SEMH /CBD strategies in place to use.</p> <p>CPOMs records show timely identification of needs, leading to swift intervention and support/interventions put in place.</p> <p>Attendance for service pupils remained broadly in line with non-service peers.</p> <p>Relationships built with peers and staff contributed to personal development and readiness to learn.</p>

2024-2025 Strategy Reviewed

*NA - National Average

All Pupils						Pupil Premium Pupils					
						Ashley					
Attainment [^]	R	W	M	SPAG	R/W/M	Attainment [^]	R	W	M	SPAG	R/W/M
Reception GLD	69%					Reception GLD	59%				
Y1 Phonics Check	88%					Y1 Phonics Check	86%				
Y1 Cohort average SS		100.8				Y1 Cohort average SS		98.4			
Y1 Expected - SS 100+ (Report NTS Reading)		75%				Y1 Expected - SS 100+ (Report NTS Reading)		55%			
Y2 Phonics Check (cumulative)	91%					Y2 Phonics Check (cumulative)	84%				
Y2 Cohort average SS	101.5	99.2	100.0	99.8		Y2 Cohort average SS	99.5	97.5	95.6	95.6	
Y2 Expected - SS of 100+	69%	51%	69%	60%	40%	Y2 Expected - SS of 100+	58%	42%	47%	47%	32%
Y2 National Exp (2019)	68%	60%	70%	-		Y2 National Exp (2019)	68%	60%	70%	-	
Y2 Greater Depth - SS of 110+	20%	0%	9%	13%	0%	Y2 Greater Depth - SS of 110+	11%	0%	0%	0%	0%
Y2 National GD (2019)	19%	8%	16%	-		Y2 National GD (2019)	19%	8%	16%	-	
Y3 Cohort average SS	105.8	97.1	105.0	103.9		Y3 Cohort average SS	101.5	92.5	101.3	100.2	
Y3 Expected - SS of 100+	83%	61%	81%	66%	54%	Y3 Expected - SS of 100+	65%	46%	77%	50%	38%
Y4 Multiplication Check (Ave score)	21					Y4 Multiplication Check (Ave score)	19.1				
Y4 Cohort average scaled score	109.2	95.2	107.8	108.5		Y4 Cohort average scaled	106.4	92.5	105.9	106%	
Y4 Expected - SS of 100+	80%	46%	92%	85%	41%	Y4 Expected - SS of 100+	75%	38%	83%	79%	33%
Y5 Cohort average scaled score	104.9	99.9	101	103.5		Y5 Cohort average scaled	101.1	97.3	98.3	103.2	
Y5 Expected - SS of 100+	81%	60%	64%	71%	51%	Y5 Expected - SS of 100+	72%	48%	56%	72%	36%
Y6 Cohort average scaled score	99.7	101.0	98.1	93.6		Y6 Cohort average scaled	92.7	101.1	93.6	88.0	88.0
Y6 Expected - SS of 100+	62%	77%	55%	43%	45%	Y6 Expected - SS of 100+	48%	68%	39%	29%	29%
Y6 National Exp. (2025)	75%	72%	74%	73%	62%	Y6 Disadv. National Exp. (2024)	62%	58%	59%	-	46%
Y6 Greater Depth - SS of 110+	15%	12%	7%	13%	7%	Y6 Greater Depth - SS of 110+	3%	3%	0%	3%	0%
Y6 National GD (2025)	33%	13%	26%	30%	8%	Y6 Disadv. National GD (2024)	18%	6%	13%	20%	3%

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>Framework in line with Trust. Trust lead support.</p> <p>TA per EYFS, Y1, Y2 class, other TA per year group. % of salary</p> <p>Launchpad used for early intervention. £295</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. AR £1,288</p> <p>TAs deliver intervention under direction of teacher in accordance with gaps/IEPs. Costed above</p> <p>1-1 support. % £74,250</p> <p>Phonics Workshops % teacher staff preparation and delivery - internal cost/cover £1000</p> <p>EMTRAS support for EAL</p>	<p><u>Ofsted June 2025.</u> Outstanding EYFS provision.</p> <p>69% attained GLD - Trust average 68%. Early identification successes and interventions placed.</p> <p>14% EYFS children on SEND register. 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. 26% identified SEND across school.</p> <p>EAL pupils and languages spoken remain similar to previous year 38/410 pupils 9% with 18 different languages spoken. 15/35 new to school this year.</p> <p>EMTRAS 2 x Y5, 1 x Y4, 2 x Y2.</p> <p>EP - 6 cases: referral specialist teachers, CYPS neurodevelopmental assessment, Further tracking of EAL performance to be implemented in 25-26.</p>

	Use of Educational Psychologist for quick identification of needs and support for individuals. SLA	
Improve Phonics and Early Reading attainment in EYFS with impact through to the end of 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.</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 £295</p> <p>Reading for pleasure timetabled</p> <p>School Readers - 3 x adults in school to support Tier 1 and Tier 2 readers.</p> <p>Accelerated Reading</p> <p>WISE Read.</p> <p>Extra staff in year groups to further support.</p> <p>Wider subscription to Lexia. £2292</p> <p>Booster Sessions provided for Y6 English from October 2024. % of £3,500</p>	<p>Fourth year of implementation of Little Wandle. Y1, Y2, Y3 have received the full programme to date. Ofsted June 2025.</p> <p>Rec Word Reading 84.6% - NA 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 - Read Lead with other Leads' support.</p> <p>Release given to Reading Lead to support implementation, development and monitoring.</p> <p>Y1 88% pass Screening Check up on 84% 24-25. Increase from 64% to 86% PP from June 2024. Gap closing.</p> <p>Y2 91% pass. Gap closing 86% PP.</p> <p>KS2 Initial phonics intervention:</p> <p>Y3-5, intake of 1, Av 9 pts increase aut-sum;</p> <p>Y4-6 50% pass, intake of 2 EAL and 1 move to Specialist language;</p> <p>Y5-3, initially 1 but intake of 2 33% pass.</p> <p>Y6 - 2 EAL new to school - 50% pass.</p> <p>Y2 performance in line with NA and higher than NA performance in Greater Depth.</p> <p>Y3 up 10% from 23-24 and Average Point Score (APS) increase of 2.</p> <p>Y4 perform in line with previous year and APS increase from 23-24.</p> <p>Y5 in line with previous year.</p> <p>Significantly improved reading outcomes of PP from Y2-Y6 including greater depth in Y2.</p> <p>Lexia used Trust wide and further implemented into SEND support in 2025-2026.</p> <p>23-25 - Rec + Y1 reading 3x weekly implemented and Y2 for Autumn term.</p> <p>Y2 schedule for reading - Aut 1: phonics Aut 2: Fluency, Spr: WISE Read - Y3 Aut 1: Fluency intervention - Continue AR and WISE Read for KS2.</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. Fidelity to Power Maths Rec - Y5. Power maths Rec-Y6, including PD. £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. Costed above 1 per year group Y3-6. Costed above 1-1 support Costed above Booster Sessions provided for Y6 in maths from October 2024. % £3,500 Maths Hub - Funding through Hub</p>	<p>Significant increase in attainment in all pupils and PP in Y3 and Y4. Gap between non-PP to PP closing. Rec - 82.1% NA 23-24 79%. Y4 Mult Check closed gap for PP average score non-PP 21 and PP 20.</p> <p>Continued Ashley maths used and further refined for 2025-2026 using Power Maths across school with focus on use of concrete materials to support all learners across school.</p>
<p>Improved writing skills throughout KS1 and 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. WISE Writing Trust and English Lead led. Staff Meetings to update and continue training. Early Writing in KS1 and intervention KS2. Monitoring of delivery and impact. Phonics Interventions Rec - Y6 Booster Sessions provided for Y6 English from October 2024. % of £3,500</p>	<p>Rec - 84.6% to 71% in 23-24. Second complete year of Ashley Writing in place. Large % increase seen across school and starting to move in line with NA in some year groups and gaps closing across for PP. Key focus for 2025-2026. Y6 significant progress on writing year on year from Summer 23 53%. KS2 successful LA moderation 23-24 including 17% GD. Trust moderations performed termly. Continued Ashley writing used and refined for 2025-2026. Focused intervention and tracked across the year for KS2.</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, PD. Trust Led Use of WISE Curriculum in wider subjects including teaching principles that support working memory. Trust led. PD 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</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</p>

	<p>including SEMH on entry and beyond. £940</p> <p>Emotional Resilience £1530</p> <p>Further supervisory staff for lunch time to ensure support and lesson delivery. £15,943</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>Healthy School Award.</p> <p>Kidsafe and PD £324.50</p>	<p>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 Ofsted Outstanding; however, some low-level disruption remains and will be addressed.</p> <p>Ongoing behaviour tracking (since Sept 2023), alongside CPOMs, teacher feedback, and Governors' Termly Reports, supports continuous monitoring. Existing provisions will be maintained.</p> <p>Curriculum will be further enhanced to offer enriched experiences that improve access and engagement for all pupils. The 2025–26 Implementation Plan will be supported by Teaching and Learning Advocates to embed core Teaching Principles effectively.</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. % Costed above.</p> <p>Trust monitoring and support.</p> <p>School incentives: Termly Attendance Week; Attendance Assemblies.</p> <p>Embedded in vision and actions across school every day.</p> <p>Posters and banners.</p> <p>Updates via newsletter and Facebook.</p> <p>Weekly messages of updates to parents/families.</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.</p> <p>Home visits performed, fines issued and support given.</p> <p>Pupil voice reports positive findings in school incentives and attitudes to attendance.</p> <p>End of year school attendance - 94.1% (Excl nursery and Religious observance) from 23-24 93.4%</p> <p>Continued Monitoring into 2025-26 objective to remain. Tracking punctuality continued for 25-26.</p> <p>Switch to Arbor from Scholar Pack and reporting to Trust.</p> <p>Attendance Week Termly inc WC22/9/25</p> <p>Continue success of Winopoly 24-25.</p>