

# Pupil premium strategy statement 2026-2027

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 2026-2027, 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                                                                                      | 365 (152) Eligible                         |
| Proportion (%) of pupil premium eligible pupils                                                                 | 41%                                        |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) | 2025-2026<br><b>2026-2027</b><br>2027-2028 |
| Date this statement was published                                                                               | September 2026                             |
| Date on which it will be reviewed                                                                               | September 2027                             |
| 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                                                                                                                         | £ 212,710   |
| 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><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £ £ 212,710 |

# 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 persistent learning gaps, literacy deficits and non-academic barriers that impede student progress.

## 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><b>Communication, Language, and Early Literacy Deficits</b></p> <p><b><i>Underdeveloped Oracy:</i></b> A significant proportion of pupils, particularly in EYFS, present with speech, language, and communication needs (SLCN) that limit curriculum access.</p> <p><b><i>EAL Barriers:</i></b> Increasing numbers of pupils enter school with English as an Additional Language (EAL), delaying language acquisition.</p> <p><b><i>Reading and Stamina Gaps:</i></b> Disadvantaged pupils frequently start with weaker vocabulary, leading to gaps in comprehension and a decline in reading for pleasure in upper KS2. This directly undermines writing stamina, spelling, and grammar across KS1 and KS2.</p> |
| 2                | <p><b>Mathematical Fluency and Working Memory Constraints</b></p> <p><b><i>Arithmetic Gaps:</i></b> Weaknesses in rapid number bond and times-table recall restrict cognitive capacity during lessons.</p> <p><b><i>Cognitive Overload:</i></b> Identified working memory difficulties disproportionately affect disadvantaged groups, hindering their ability to retain instructions, process multi-step tasks, and independently apply reasoning skills to complex problem-solving.</p>                                                                                                                                                                                                                           |
| 3                | <p><b>Compounding Vulnerabilities and Multi-Layered Needs</b></p> <p><b><i>Intersectionality of Need:</i></b> The school has a Pupil Premium density well above local and national averages.</p> <p><b><i>Multiple Risk Factors:</i></b> A high volume of these pupils belong to multiple vulnerable cohorts simultaneously (e.g., combining Pupil Premium with SEND, SEMH, or EAL profiles), which compounds barriers to learning, tracking, and behavioural regulation.</p>                                                                                                                                                                                                                                       |
| 4                | <p><b>Persistent Absence and Low Parental Engagement</b></p> <p><b><i>Attendance Gaps:</i></b> Persistent absence remains a critical barrier that disproportionately impacts disadvantaged groups. (Nationally, primary persistent absence for FSM pupils tracking near double their non-disadvantaged peers).</p> <p><b><i>Home Learning Barriers:</i></b> Limited parental engagement reduces regular home reinforcement of reading, spelling, and numeracy fluencies, disrupting learning continuity.</p>                                                                                                                                                                                                        |
| 5                | <p><b>Cultural Capital and Experiential Restrictions</b></p> <p><b><i>Vocabulary and Context Limitations:</i></b> Many disadvantaged pupils have restricted background experience and limited exposure to diverse cultural opportunities outside school.</p> <p><b><i>Curriculum Access:</i></b> This experiential gap narrows their contextual understanding, limits vocabulary acquisition, and makes it harder to form schema and conceptual connections across the wider 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 1.1 Pupils' language and oracy skills are rapidly identified and developed from early entry points.                                                         | <b>Diagnostic Screening:</b> 100% of EYFS/Nursery pupils are screened using standardized tools (e.g., WellComm/NELI) within 4 weeks of entry, with targeted communication interventions deployed immediately.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| 1.2 Phonics and early reading attainment improves across EYFS and KS1, securing comprehension and writing stamina into KS2.                                 | <p><b>Phonics Mastery:</b> The percentage of disadvantaged pupils passing the Year 1 Phonics Screening Check increases year-on-year, closing the gap to meet or exceed national averages.</p> <p><b>Reading Comprehension &amp; Pleasure:</b> Internal reading trackers and standardised assessments (e.g., NFER/Star Reading) demonstrate that disadvantaged pupils make accelerated progress, particularly in upper KS2, closing the comprehension gap.</p> <p><b>Writing Stamina &amp; Mechanics:</b> Quality First Teaching (QFT) builds writing endurance. Work scrutiny reveals a narrowing gap between disadvantaged and non-disadvantaged pupils regarding age-related expectations (ARE) in spelling, punctuation, and grammar (SPaG) across both key stages.</p> |
| 2. Secure foundations in mathematical knowledge and rapid fluency enable pupils to independently reason and solve multi-step problems.                      | <p><b>Fluency Automation:</b> Automated recall of number bonds (KS1) and multiplication tables (KS2) improves, directly reflected in an upward trajectory in statutory Year 4 Multiplication Tables Check (MTC) scores for disadvantaged groups.</p> <p><b>Cognitive Scaffolding:</b> QFT explicitly incorporates working memory supports (e.g., dual-coding, visual prompts, and regular retrieval practice), reducing task-abandonment during multi-step reasoning activities.</p> <p><b>Attainment Gaps:</b> Summative maths assessments show the attainment gap between disadvantaged and non-disadvantaged cohorts narrowing progressively toward national parity.</p>                                                                                                |
| 3. All pupils access an ambitious, highly responsive curriculum that rapidly addresses individual and intersecting learning needs.                          | <p><b>Rapid Mobility Baselines:</b> 100% of mid-year admissions receive comprehensive diagnostic baselines in reading, math, and wellbeing within <i>5 school days</i> of arrival to immediately trigger RADY tracking and targeted support.</p> <p><b>Adaptive Delivery:</b> Lesson observations and learning walks confirm that curriculum adaptations and scaffolded teaching effectively mitigate multiple risk factors (e.g., SEND + Pupil Premium) without lowering expectations.</p> <p><b>Progressive Parity:</b> Vulnerable pupils with multi-layered needs make strong incremental progress from their specific baseline starting points.</p>                                                                                                                    |
| 4. Attendance rates improve and persistent absence reduces, supported by increased parental involvement in home learning and positive behaviour strategies. | <p><b>Persistent Absence Reduction:</b> Whole-school attendance for disadvantaged pupils trends upwards toward the national average, with the primary persistent absence (PA) rate for FSM pupils dropping significantly closer to non-disadvantaged peers.</p> <p><b>Parental Platform Engagement:</b> Targeted parental workshops and communication platforms achieve quantified engagement metrics from disadvantaged families.</p> <p><b>Home Learning Continuity:</b> Evidence of increased home reinforcement of core fluencies (reading logs, spelling practice, times tables homework) directly correlates with improved classroom retrieval check scores.</p>                                                                                                     |

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| <p>5. Enriched school and extra-curricular experiences build confidence, expand vocabulary, and broaden life horizons to enhance curriculum connections.</p> | <p><b>Equity Tracking:</b> 100% tracking of extracurricular club, trip, and school leadership participation ensures that disadvantaged pupils are represented proportionally to or above their non-disadvantaged peers.</p> <p><b>Vocabulary Application:</b> Broadened cultural capital is visible in pupils' writing and oracy; students confidently deploy context-specific tier 2 and tier 3 vocabulary across wider curriculum areas (e.g., History, Geography, Science).</p> <p><b>Aspiration &amp; Resilience:</b> Learning walks and pupil voice surveys demonstrate that enrichment activities actively foster increased learning resilience, academic confidence, and high peer-group aspirations.</p> |
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## 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: **£84,729**

| Activity                                                                                                                          | Evidence that supports this approach                                                                                                                                                                                                                             | Challenge number(s) addressed                                               |
|-----------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Continuous professional development (PD) via the WISE Early Years Practice Hub.                                                   | EEF EYFS Professional Development Guidelines<br>Confirmed as effective practice in <b>Ofsted June 2025</b> report.<br><a href="#">EEF EYFS Professional Development Ofsted June 2025.</a>                                                                        | <b>1, 2, 3, 5</b><br>(Language, Fluency, Vulnerabilities, Cultural Capital) |
| Universal delivery of Little Wandle Phonics across EYFS and KS1, including decodable reading books and targeted ongoing staff PD. | DfE-endorsed systematic synthetic phonics programme.<br>EEF Phonics toolkit (+5 months progress).<br>Supported by St Michael's Hub expertise.<br>Following RADY - uplift of Y1 PP pupils.<br><a href="#">Ofsted June 2025.</a><br><a href="#">EEF 5+ Phonics</a> | <b>1, 2, 3</b><br>(Language/Literacy, Memory, Vulnerabilities)              |
| Continued whole-school implementation of Voice 21 Oracy to build speech, language, and structured talk proficiency.               | Voice 21 impact data.<br>EEF Oral Language Interventions (+6 months progress).<br>Click image for research evidence:<br>                                                     | <b>1, 2, 3</b><br>(Language/Literacy, Memory, Vulnerabilities)              |
| Targeted structured language catch-up from Nursery to KS1 using Talk Boost                                                        | Talk Boost efficacy studies (2/3 of children make accelerated progress within 8–10 weeks).<br><a href="#">Talk Boost</a>                                                                                                                                         | <b>1, 2, 3</b><br>(Language/Literacy, Memory, Vulnerabilities)              |
| Accelerated Reader & STAR Reading: Systematic termly tracking and reading for pleasure implementation across Y2–Y6.               | In accordance with WISE Trust Assessment procedures.<br>Termly benchmarks drive targeted reading interventions.                                                                                                                                                  | <b>1</b><br>(Communication, Language, and Early Literacy)                   |
| Embedded QFT practices of Phonics to Fluency and WISE Reading designed by the Trust Director of Teaching and Learning.            | Adapted from EEF Reading Fluency research.<br>Embedded locally within school practice.<br><a href="#">EEF Reading Fluency</a>                                                                                                                                    | <b>1, 2</b><br>(Language/Literacy, Fluency/Working Memory)                  |
| Early Writing & Dictation: Modeling routines led by Early Reading, Writing, and English Leads across EYFS and KS1.                | DfE writing policy guidelines on dictation.<br>Continued practice from 2024-2025.<br><a href="#">EEF EYFS Physical Development part 3 - Mark making</a><br><a href="#">EEF Preparing for Literacy</a><br><a href="#">EEF Improving Literacy KS1</a>              | <b>1, 2, 3</b><br>(Language/Literacy, Memory, Vulnerabilities)              |

| Activity                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                             | Challenge number(s) addressed                                      |
|----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|
| WISE Writing: Bespoke, research-led writing strategy deployed across the school.                                                 | Proven local efficacy via strong 2023–2025 school writing outcomes.<br><a href="#">EEF - Improving Literacy KS2 - Recommendation 4</a>                                                                                                                                                           | <b>1, 2, 3</b><br>(Language/Literacy, Memory, Vulnerabilities)     |
| Grammasaurus Spelling<br>Implementation of high-quality grammar, punctuation, and vocabulary resources across Key Stages 1 and 2 | Explicitly teaching foundational writing skills, grammar mechanics, and sentence combining.<br>Targets specific structural gaps in vocabulary application and syntax identification identified in whole-school work moderation.<br><a href="#">EEF Improving Literacy KS2</a> (Recommendation 4) | <b>1, 2, 3</b><br>(Language/Literacy, Memory, Vulnerabilities)     |
| Power Maths: Core mastery curriculum framework utilised across Reception to Year 6, supported by ongoing staff training.         | DfE recommended and supported mastery framework.<br>Fully embedded whole-school approach.                                                                                                                                                                                                        | <b>2, 3</b><br>(Maths/Working Memory, Compounding Vulnerabilities) |
| Ashley Maths & Manipulatives: Concrete-pictorial-abstract (CPA) delivery model.                                                  | EEF Improving Maths in EYFS-KS1.<br>EEF Improving Maths in KS2 & KS3.                                                                                                                                                                                                                            | <b>2, 3</b><br>(Maths/Working Memory, Compounding Vulnerabilities) |
| Number Sense Maths: NCETM-aligned systematic synthetic mathematics program.                                                      | Aligned with EYFS statutory frameworks.<br>Structured to mirror effective retrieval pathways used in phonics.                                                                                                                                                                                    | <b>1, 2, 3</b><br>(Language, Maths/Memory, Vulnerabilities)        |
| Times Tables Rockstars (TTR): Structured daily multiplication tables tracking platform across Key Stage 2.                       | Historic internal impact data (2022–2026) confirms accelerated speed and accuracy.                                                                                                                                                                                                               | <b>2, 3</b><br>(Maths/Working Memory, Compounding Vulnerabilities) |
| ECT support and mentoring: Enhanced time and instructional coaching allocations for Early Career Teachers.                       | Improves teacher retention, self-efficacy, and QFT delivery metrics.<br><a href="#">EEF - ECT Trial Evaluation</a>                                                                                                                                                                               | <b>1, 2, 3, 4, 5</b><br>(Addresses all 5 barriers)                 |
| Strategic TA Deployment: 1 per class in Rec-Y2; 3 roving specialists across KS2 providing targeted RADY support.                 | Provides immediate "keep up" academic and pastoral support.<br><a href="#">EEF Making best use of TAs</a> (+5 Months)                                                                                                                                                                            | <b>1, 2, 3, 4, 5</b><br>(Addresses all 5 barriers)                 |
| 1-1 Tuition Allocations: Highly focused targeted tuition cycles for 6 critical RADY/Disadvantaged learners.                      | <a href="#">EEF Making best use of TAs</a> (+5 Months)<br><a href="#">EEF 1-1 tuition</a> (+ 5 months)                                                                                                                                                                                           | <b>1, 2, 3, 4, 5</b><br>(Addresses all 5 barriers)                 |

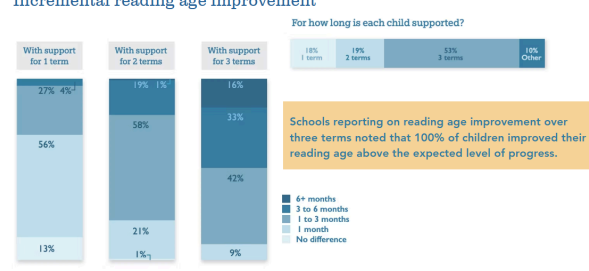
| Activity                                                                                                        | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                           | Challenge number(s) addressed                                     |
|-----------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Clicker Software Assistive Technology: Implementation to support early writing, SEND and bottom 20% readers.    | Clicker software empirical studies for inclusive education.<br>Lowers mechanical barriers for vulnerable writers.<br><a href="#">Clicker Evidence of efficacy</a>                                                                                                                                                                                                                                                                                                              | <b>1, 3</b><br>(Language, Compounding Vulnerabilities)            |
| Widgit Symbols Platform: Visual communication and vocabulary support implemented across the wider curriculum.   | Aligns with RADY framework for accessibility and classroom confidence.<br><br>Teacher survey results.<br><br>At the end of the 26 weeks all teachers who took part were asked to feed back on the outcomes of the project.<br><br><div>Figure 1</div> <div><div>89%</div><div>11%</div><div>0%</div><div>Very / Quite</div><div>Moderately</div><div>Slightly / Not</div></div> <div>"How effective were the use of symbols for improving children's taught vocabulary?"</div> | <b>1, 2, 3</b><br>(Language, Maths/Memory, Vulnerabilities)       |
| Cognitive Load & Working Memory CPD: Delivered by Teaching & Learning Advocates using WISE Learning Principles. | Fourth-year embedding cycle to build cross-curricular schema.<br>QFT is one of the RADY Pledges: RADY permeates through Teaching and Learning to ensure an equitable model - support, guidance and challenge to DA in ALL lessons.<br><a href="#">EEF Metacognition and Self-regulating Recommendations</a>                                                                                                                                                                    | <b>1, 2, 3</b><br>(Language, Maths/Memory, Vulnerabilities)       |
| Quality First Teaching (QFT): Peer coaching model ensuring inclusive, evidence-based practices are embedded.    | Core RADY Pledge execution.<br>Delivers equitable guidance, challenge, and scaffolding for DA pupils.                                                                                                                                                                                                                                                                                                                                                                          | <b>1, 2, 3</b><br>(Language, Maths/Memory, Vulnerabilities)       |
| Resilience & Self-Regulation CPD: Universal implementation of the Zones of Regulation framework.                | Direct operational response to expanding SEMH profiles.<br><a href="#">EEF Social and Emotional Learning +4</a><br>Click image for research evidence:<br><br><div><div><div>Self-regulation</div><div>Positive social behavior</div><div>Academic performance</div><div>Teaching practices</div></div><div><div>Emotional distress</div><div>Maladaptive behavior</div><div>Exclusionary discipline</div></div></div>                                                          | <b>3</b><br>(Compounding Vulnerabilities and Multi-Layered Needs) |

| Activity                                                                                                                                                                                                                    | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                            | Challenge number(s) addressed                                                  |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
| Targeted Parental Engagement Events: Phonics workshops, Stay & Play sessions, coffee mornings, and year-group performances.                                                                                                 | Promotes a sense of "belonging" to dismantle home-school barriers as identified also in RADY.<br><a href="#">EEF Parental Engagement</a>                                                                                                                                                                                                                                                        | <b>1, 2, 3, 4, 5</b><br>(Addresses all 5 barriers)                             |
| ENCO Strategic Oversight: Ensuring QFT meets individual SEND criteria using the EEF '5-a-day' framework.                                                                                                                    | Supported by <a href="#">Ofsted June 2025</a> recommendations.<br>Coordinates rapid diagnostic care paths for intersectional learners.                                                                                                                                                                                                                                                          | <b>1, 2, 3, 4</b><br>(Language, Memory, Vulnerabilities, Attendance)           |
| Ashley's Creative Curriculum & PD: Expanding a contextualized, knowledge-rich curriculum model to target schema gaps.                                                                                                       | Research confirms broad, well-structured curriculums promote equity.<br>Builds direct vocabulary and background knowledge links.                                                                                                                                                                                                                                                                | <b>1, 3, 4, 5</b><br>(Language, Vulnerabilities, Attendance, Cultural Capital) |
| Integrated Digital Curriculum Planning Suites: Strategic use of premium online curriculum resources (Twinkl, Classroom Secrets, KAPOW, Grammarsaurus, Planpanion) to supplement and resource the <i>Ashley Curriculum</i> . | <b>Workload Reduction &amp; Wellbeing:</b><br>Deploying high-quality, ready-made resources reduces planning time, allowing teachers to focus cognitive energy on adaptive teaching and targeted scaffolding for vulnerable groups.<br><b>EEF Cognitive Load Support:</b> Provides visually structured, sequenced lesson materials that support working memory retention and retrieval routines. | <b>1, 2, 3</b><br>(Language/Literacy, Memory/Fluency, Vulnerabilities)         |

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

Budgeted cost: £ 32,727

| Activity                                                                                                                                                             | Evidence that supports this approach                                                                                                                                                                    | Challenge number(s) addressed                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------|
| Launchpad for Literacy: Universal developmental framework deployed from EYFS through the school for targeted diagnostic tracking.                                    | Proven longitudinal success embedded across the WISE Trust.<br>Enables rapid diagnostic identification of early skill deficits in speech, language, and foundational literacy components.               | <b>1, 2, 3</b><br><i>(Language, Memory, Vulnerabilities)</i> |
| Lexia Reading: Premium digital reading intervention program utilised for structured independent learning cycles.                                                     | EEF Digital Technology toolkit guidance (+4 months progress, though historically cited locally at +2).<br>Blended learning models support accelerated decoding and tracking across multi-ability bands. | <b>1, 2, 3</b><br><i>(Language, Memory, Vulnerabilities)</i> |
| Little Wandle Rapid Catch-Up: Targeted daily phonics intervention cycles for Key Stage 2 pupils (Years 3–6), including decodable age-appropriate catch-up texts.     | DfE-endorsed synthetic phonics scheme requirement.<br>EEF Phonics toolkit highlights significant premium benefits for disadvantaged learners (+5 months progress).                                      | <b>1, 2, 3</b><br><i>(Language, Memory, Vulnerabilities)</i> |
| Phonics to Fluency Interventions: Small-group reading fluency sessions designed by the WISE Director of Teaching and Learning.                                       | Built on empirical EEF Reading Fluency research models.<br>Designed to bridge the gap between word recognition and reading comprehension.<br><a href="#">EEF Reading Fluency</a>                        | <b>1, 2</b><br><i>(Language/Literacy, Memory/Fluency)</i>    |
| Targeted KS2 Dictation Groups: Focused, explicit dictation small-group interventions deployed in Key Stage 2 to solidify working memory and transcription mechanics. | Aligns directly with DfE writing policy priority expectations.<br><a href="#">EEF Preparing for Literacy</a><br><a href="#">EEF Improving Literacy KS1</a>                                              | <b>1, 2, 3</b><br><i>(Language, Memory, Vulnerabilities)</i> |
| Educational Psychologist Service Level Agreement (SLA): Commissioned rapid-response profiling and diagnostic assessments for high-need pupils.                       | Local Authority SLA provision.<br>Delivers fast-tracked identification profiles for complex intersectional needs (PP + SEND / SEMH).                                                                    | <b>1, 2, 3</b><br><i>(Language, Memory, Vulnerabilities)</i> |

| Activity                                                                                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Challenge number(s) addressed                                     |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------|
| Year 6 Academic Booster Cohorts: Structured maths and English booster sessions delivered to targeted groups from Spring term.                                                                                    | Built upon high-quality small group instruction pathways.<br>Proven historic school baseline success in closing attainment gaps before end-of-key-stage assessments.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>1, 2, 3</b><br><i>(Language, Memory, Vulnerabilities)</i>      |
| Senior Leadership Led Interventions: Termly reassessed reading, writing, and math intervention blocks delivered by the SENCO and Deputy Headteacher (DHT).                                                       | Dynamically reduces base classroom ratios, facilitating the high-impact instructional interactions required by RADY pledges.<br><a href="#">EEF Small Group Tuition - moderate impact.</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>1, 2, 3</b><br><i>(Language, Memory, Vulnerabilities)</i>      |
| Targeted Afternoon TA Interventions: Evidence-based, structured small-group and 1-1 academic interventions delivered by trained Teaching Assistants.                                                             | Focuses directly on closing the learning gaps identified during morning lessons.<br><a href="#">EEF Teaching Assistant Interventions - moderate impact.</a><br><a href="#">EEF Small Group Tuition - moderate impact.</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>1, 2, 3</b><br><i>(Language, Memory, Vulnerabilities)</i>      |
| School Readers Volunteer Program: 3 dedicated literacy volunteers providing structured, regular 1-1 reading sessions for Tier 1 and Tier 2 readers.                                                              | Aligns with EEF templates for utilising external oral reading support.<br>* Increases reading frequency, fluency exposure, and home-school reading alignment.<br>Click image for research evidence:<br><br>Incremental reading age improvement<br><br> <p>For how long is each child supported?</p> <p>With support for 1 term: 27% 4% 56% 13%</p> <p>With support for 2 terms: 19% 1% 58% 21% 1%</p> <p>With support for 3 terms: 16% 33% 42% 9%</p> <p>Legend: 6+ months (dark blue), 3 to 6 months (medium blue), 1 to 3 months (light blue), 1 month (very light blue), No difference (white)</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>With regular support, 100% of pupils improved their reading age above the expected level.</p> | <b>1, 4, 5</b><br><i>(Language, Engagement, Cultural Capital)</i> |
| Daily 1-to-1 Precision Intervention: High-frequency, 5-minute daily intervals led by TAs for the lowest-attaining 20% cohort. Rapid sessions which isolate and target specific mathematical/literacy micro-gaps. | <a href="#">EEF Small Group Tuition - moderate impact.</a>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>1, 2, 3</b><br><i>(Language, Memory, Vulnerabilities)</i>      |

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

Budgeted cost: £ 98,157.63

| Activity                                                                                                                                               | Evidence that supports this approach                                                                                                                                                                                                                                             | Challenge number(s) addressed                                           |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| Targeted Attendance Support: Allotment of 1 day per week for dedicated task-contact case management and family outreach.                               | <a href="#">Ofsted June 2025</a> validated internal tracking processes.<br>Robust school case studies demonstrate strong historical impacts on vulnerable groups.<br>Arbor Attendance Tracker data benchmarks performance directly against local, Trust, and national baselines. | <b>4</b><br><i>(Persistent Absence)</i>                                 |
| CPOMs Digital Profiling: Universal, daily recording by all staff to establish robust baseline assessments and real-time safeguarding/SEMH tracking.    | Multi-agency tracking evidence confirms that rapid documentation accelerates external interventions.<br>Historical internal analysis proves that fast-tracked profiles secure continuity of care and safety nets for mid-year arrivals.                                          | <b>3, 4</b><br><i>(Compounding Vulnerabilities, Absence/Engagement)</i> |
| Whole-School Behaviour Policy: Continued embedding of the established behaviour systems to maximise inclusive, distraction-free learning environments. | Validation from <a href="#">Ofsted June 2025</a> confirms that robust, consistent routines directly drive higher baseline academic focus in classrooms.<br><a href="#">EEF - Improving behaviour in schools report.</a>                                                          | <b>1, 2, 3</b><br><i>(Language, Fluency/Memory, Vulnerabilities)</i>    |
| Residential & Contextual Trips: Strategic provision of subsidised non-residential and residential experiences.                                         | Subsidising experiences provides essential equity, lifting attendance motivation and baseline curriculum contextualisation.<br><a href="#">EEF Outdoor Learning</a><br><a href="#">EEF Trial - fund day out boost writing +9</a>                                                 | <b>3, 4, 5</b><br><i>(Vulnerabilities, Absence, Cultural Capital)</i>   |
| CFWO Family Casework: Deep-tier support and early intervention delivered by the Child and Family Welfare Officer (CFWO).                               | Historical local data shows intensive family casework removes acute, non-academic barriers to learning.<br><a href="#">EEF Social and Emotional Learning +4</a>                                                                                                                  | <b>3, 4, 5</b><br><i>(Vulnerabilities, Absence, Cultural Capital)</i>   |
| Nurture & Sensory Provisions: Targeted lunchtime and structured nurture groups overseen by the CFWO and SENCO.                                         | Provides proactive behavioral regulation and emotional support loops to meet rising whole-school SEMH profiles.<br><a href="#">EEF Social + Emotional Learning</a>                                                                                                               | <b>3, 4</b><br><i>(Compounding Vulnerabilities, Absence/Engagement)</i> |

| Activity                                                                                                                                         | Evidence that supports this approach                                                                                                                                                                                                                                                                                                                                                                        | Challenge number(s) addressed                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Extracurricular Enrichment Tracker: Fully accessible out-of-hours club and activity architecture to broaden experiential horizons.               | Data demonstrates that equitable exposure to competitive, creative, and collaborative activities directly drives whole-school attendance and resilience.                                                                                                                                                                                                                                                    | <b>2, 4, 5</b><br><i>(Fluency/Memory, Absence, Cultural Capital)</i>                     |
| Emotional Resilience (ER): Focused workshops targeting Key Stage 2 pupils and extra specialist focus on the Year 6 secondary transition phase.   | Local historical tracking confirms that structured transitional resilience programs minimise summer learning dips and reduce anxiety.                                                                                                                                                                                                                                                                       | <b>3, 5</b><br><i>(Compounding Vulnerabilities, Cultural Capital)</i>                    |
| Dedicated Lunchtime Supervisors: Strategic deployment of trained midday staff to preserve learning time and maintain behavioral consistency.     | Safeguards instructional time; prevents SLT, teachers, and TAs from being diverted into behavioral management, ensuring teaching, learning and interventions remain protected.                                                                                                                                                                                                                              | <b>1, 2, 3, 4, 5</b><br><i>(Addresses all 5 barriers)</i>                                |
| Early Careers Education: Support from the North East Ambition framework in partnership with Newcastle University research.                       | Aligns with the DfE Statutory Careers Guidance focus on early intervention, embedding careers into the core curriculum, and targeting vulnerable/persistently absent cohorts.<br><br>Counters early stereotyping by expanding pupil horizons and raising motivation, which directly supports improved attendance.<br><br><a href="#">All primary school children should receive early careers education</a> | <b>2, 3, 4, 5</b><br><i>(Fluency/Memory, Vulnerabilities, Absence, Cultural Capital)</i> |
| Seesaw Digital Home-School Connection: Premium subscription utilized for daily interactive communication, parent logging, and homework modeling. | EEF Parental Engagement guidelines.<br><br>Serves as an operational link to secure immediate, two-way interaction between the classroom teacher and the home environment.                                                                                                                                                                                                                                   | <b>4</b><br><i>(Persistent Absence &amp; Low Engagement)</i>                             |

**Total budgeted cost: £215,613,63**

**Financial Costing Methodology:** Figures presented within this strategy statement represent calculated approximations of staff resource deployment, internal cover, and pro-rata allocations. A granular, line-by-line master costing spreadsheet - detailing specific staff hourly on-costs, exact intervention registers, and operational time logs - is maintained internally by the Senior Leadership Team and School Business Manager to monitor ongoing expenditure and ensure absolute transparency.

## 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 2025-2026 academic year with £ 228,765 total funding of 42% of pupils out of 360 on roll.

This was the third 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                             |
| 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>                                                                                                                                                                                 |

# 2025-2026 Strategy Reviewed

\*NA - National Average

## 2025-2026 Data for PPS

|        | 2025-2026 | 2024-2025 |
|--------|-----------|-----------|
| GLD    | 60.4%     | 69%       |
| PP GLD | 53.8%     | 59%       |

PY (Previous Year 2024-2025)

|         | 1   | PY  | 2   | PY  | 3   | PY  | 4   | PY  | 5   | PY  | 6   | PY  |
|---------|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Phonics | 81% | 88% | 96% | 91% |     |     |     |     |     |     |     |     |
| PP      | 69% | 86% | 89% | 84% |     |     |     |     |     |     |     |     |
| Reading | -   | -   | 89% | 69% | 66% | 83% | 86% | 80% | 81% | 81% | 61% | 62% |
| PP      | -   | -   | 79% | 58% | 48% | 65% | 74% | 75% | 65% | 72% | 44% | 48% |
| Writing | 79% | 75% | 73% | 51% | 65% | 61% | 71% | 46% | 71% | 60% | 77% | 77% |
| PP      | 70% | 55% | 58% | 42% | 39% | 46% | 59% | 38% | 59% | 48% | 72% | 68% |
| SPAG    | -   | -   | -   | 60% | 56% | 66% | 90% | 85% | 75% | 71% | 63% | 43% |
| PP      | -   | -   | -   | 47% | 35% | 50% | 77% | 79% | 61% | 72% | 44% | 29% |
| Maths   | 80% | -   | 69% | 69% | 62% | 81% | 93% | 92% | 69% | 64% | 64% | 55% |
| PP      | 73% | -   | 53% | 47% | 33% | 77% | 85% | 83% | 60% | 56% | 44% | 39% |
| RWM     | -   | -   | 60% | 40% | 49% | 54% | 66% | 41% | 53% | 51% | 59% | 55% |
| PP      | -   | -   | 47% | 32% | 22% | 38% | 56% | 33% | 44% | 36% | 40% | 45% |

| Desired Outcome                                                                                                                        | Actions and Cost                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Review                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| 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"> <li>• EYFS Framework in line with Trust + Trust lead support.</li> <li>• TA per EYFS, Y1, Y2 class, other TA per year group. % of salary</li> <li>• TAs deliver intervention in via teacher direction in accordance with gaps/IEPs. <b>Costed above</b></li> <li>• 1-1 support. % <b>£74,250</b></li> <li>• Launchpad used for early intervention. <b>£295</b></li> <li>• Baseline tests carried out using NTS Assessments and Star Reading to ascertain starting points and provide intervention. <b>AR £1,288</b></li> <li>• SENCo assesses identified children.</li> <li>• Phonics Workshops % <b>teacher staff preparation and delivery - internal cost/cover £1000</b></li> <li>• EMTRAS support for EAL</li> <li>• Use of Educational Psychologist for quick identification of needs and support for individuals. <b>SLA</b></li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Ofsted June 2025</a>. Outstanding EYFS provision.</li> <li>• 60.4% attained GLD - lower than previous year and NA; however, 28% SEND double previous year.</li> <li>• Early identification of SEND and interventions placed. Specific needs identified more accurately and quickly, strategies therefore implemented quicker to support increased progress.</li> <li>• 1-1 support proving invaluable as ever - see specific cases with language barriers.</li> <li>• 23% identified SEND across school. 6 x EHCP.</li> <li>• EAL pupils and languages spoken remain similar to previous year 55/439 pupils 13% with 18 different languages spoken. 14/55 new to school this year.</li> <li>• EMTRAS 3 x Y6, 1 x Y3.</li> <li>• EP - 6 cases: referral specialist teachers, CYPS, neurodevelopmental assessment.</li> </ul> |

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|                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Zones of Regulation in every classroom</li> <li>• Voice 21</li> <li>• Talk Boost</li> <li>• Widgit <b>£259</b></li> <li>• Quality First Teaching</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p><b>Next Steps</b><br/>Maintain EYFS model but refine CPD. Due to the 28% SEND profile in EYFS, future TA deployment must remain heavily weighted towards early years / KS1, with enhanced training on speech and language frameworks.</p> <p>Embed tracking continuity. Ensure the diagnostic data captured via Launchpad, NTS and Star Reading in EYFS-Y6 flawlessly transitions into next year groups to prevent any summer learning dips.</p> <p>Protect QFT. Keep these tools universal. They are the baseline equity measures that prevent the school's 23% SEND profile from widening the attainment gap.</p> <p>Further tracking of EAL performance to be implemented in 26-27.</p> <p><b>The identification strategy is highly effective.</b> The dip in GLD (60.4%) reflects a high-need cohort (28% SEND), not a strategic failure. Backed by our 'Outstanding' Ofsted rating, our rapid identification framework prevented significantly lower outcomes. Furthermore, interventions were deployed much faster, triggering earlier support that successfully mitigated lower baseline entry levels.</p> |
| 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"> <li>• 4th year of Little Wandle. Y1, Y2, Y3, Y4 have received the full programme to date. <a href="#">Ofsted June 2025</a>.</li> <li>• 3 weekly meet - Read Lead with other Leads' support.</li> <li>• Release given to Reading Lead to support implementation, development and monitoring.</li> <li>• 2023-26 - Rec + Y1 read 3x week</li> <li>• 2 daily phonics lessons in Y1.</li> <li>• Voice 21 integrated in curriculum</li> <li>• Talk Boost used in EYFS</li> <li>• Accelerated Reading Y2-Y6.</li> <li>• Y2 Phased transition pathway to Y3</li> <li>• Phonics to Fluency Y2-Y3</li> <li>• Y3 Autumn fluency catch-up</li> <li>• WISE Read Y2</li> <li>• 2 xTAs across Rec - phonics intervention</li> <li>• 2 xTAs across Y1 - phonics intervention</li> </ul> | <p><b>Phonics</b><br/>Rec Word Reading 79.2% lower than previous year 84.6% though higher than NA 77%.<br/>Y1 PSC 81% from 88% previous year. 69% PP from 86%. Gap exists again but greater focus carrying through to Y2 and processes still robust.<br/>Y2 PSC 96% from 91% previous year. Gap closing at 89% PP increased from previous year.<br/>KS2 Initial phonics intervention:<br/>Y3 x7 (1 x Persistent absence), intake of 2 xEAL, Av 12 pts increase aut-sum;<br/>Y4 x4 with intake of 1.1 x EAL and new intake passed.<br/>Y5 x2 - 1 x dual register, 1 new intake who passed.<br/>Y6 x3. 3 EAL new (+ fairly new) to school - 100% pass.</p> <p><b>Reading</b><br/>Y2 89% from 69% previous year. 79% PP</p>                                                                                                                                                                                                                                                                                                                                                                                             |

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|                                                                                          | <ul style="list-style-type: none"> <li>• 2 xTAs across Y2 - phonics intervention</li> <li>• St Michael's Hub sponsorship and work with Reading Lead.</li> <li>• Staff Meetings to update and continue training.</li> <li>• Monitoring of delivery and impact.</li> <li>• Phonics Interventions Y3-Y6</li> <li>• Phonics Workshop</li> <li>• Launchpad for Literacy <b>£295</b></li> <li>• Reading for pleasure timetabled</li> <li>• 3 x adults in school to support Tier 2 and Tier 3 readers.</li> <li>• Wider subscription to Lexia.</li> <li>• <b>£2292</b></li> <li>• Booster Sessions provided for Y6 English from Spring 2026.</li> </ul> <p><b>% of £3,500</b></p>                                                                                                                                                                                                                                  | <p>from 58%. NA 68-71%<br/>Y3 66% from 83% previous year gap also in PP scores.<br/>Y4 86% from 80% previous year 74% from 75% PP.<br/>Y5 and PP in line with previous year. Significantly improved reading outcomes of</p> <p>Very positive feedback from external visits including Trust Leads, St Michael's Hub and SLT - half and termly monitoring.</p> <p><b>Next Steps:</b><br/>Targeted data driven focus on PP in EYFS-Y2.<br/>Y2 schedule for reading - Aut 1: phonics<br/>Aut 2: Fluency, Spr: WISE Read.<br/>Y3 Aut 1: Straight into WISE Reading cycles.<br/>Y5 PP focus to close gap.<br/>Y4 Reading intervention prioritised.</p>                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p>Pupils develop stamina, accuracy, and coherence in writing from EYFS through KS2.</p> | <ul style="list-style-type: none"> <li>• QFT including my turn, our turn, your turn</li> <li>• pre-teaching and revisit vocabulary</li> <li>• PP first touch marking</li> <li>• 2 xTAs across Rec</li> <li>• 2 xTAs across Y1</li> <li>• 2 xTAs across Y2 <b>Costed above.</b></li> <li>• WISE Writing Y1-Y6 adapted for Y1, Y2</li> <li>• English Lead scheduled fortnightly release time for monitoring.</li> <li>• Early Writing Lead scheduled time for monitoring Early Writing across school with SLT.</li> <li>• English Lead support new to school staff and long term supply.</li> <li>• Staff Meetings to update and continue training.</li> <li>• Early Writing including dictation in KS1 and intervention KS2.</li> <li>• Phonics Interventions Rec - Y6</li> <li>• Booster Sessions provided for Y6 English from Spring 2026. <b>% of £3,500</b></li> <li>• Spell Shed <b>£149</b></li> </ul> | <p>Rec - 60.4% writing from to 79% previous year.<br/>Y1 up 79% from 75% previous year and 70% PP from 55%.<br/>Y2 up 73% from 51% previous year, 58% PP from 42%/<br/>Y3 up 65% from 61% previous year, 48% from 65% previous year.<br/>Y4 71% from 46% previous year, 59% PP from 38%.<br/>Y5 71% from 60% previous year, 59% PP from 48%.<br/>Y6 maintain 77% but PP 72% from 68% DA more in line with their peers. 73% NA and 60% PP.<br/>KS2 successful LA moderation 23-24 including 17% GD.<br/>Trust moderations performed termly up to July 2025. School cross moderation termly.</p> <p><b>Next Steps:</b><br/>Continued Ashley writing used and refined for 2025-2026.<br/>Focused intervention and tracked across the year for KS2.<br/>PP Priority Framework: Maintain Pupil Premium progress as the primary operational focus across all year groups, safeguarding teacher-led "first touch" feedback feedback strategies to intercept errors live.<br/>Introduction of Grammasaurs scheme instead of Spell Shed to drive spelling</p> |

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|                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | withing writing from Y2, building on solid phonic foundations and impacting SPAG results at end of KS2.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| Sound mathematical knowledge embedded at EYFS and KS1 as foundations for learning through school to increase attainment at the end of KS2. | <p>EYFS Framework.</p> <p>Fidelity to Power Maths Rec - Y6 including PD. <b>£1,561.02</b></p> <p>Ashley maths built upon using QFT My turn, Our Turn, Your Turn to accelerated the rigour of Power Maths.</p> <p>Introduction of Arithmetic tracking in KS2 across trust, weekly test and plugin gaps through the week using the data.</p> <p>Number Sense, including CPD. <b>£ - free subscription</b></p> <p>TT Rockstars for KS2 <b>£210.24</b></p> <p>TAs 1 per class Rec-Y2.</p> <p>Interventions to ensure keep-up <b>Costed above</b></p> <p>TAs 1 per year group Y3-6.</p> <p>Interventions to ensure keep-up. <b>Costed above</b></p> <p>1-1 support Support Plan target interventions <b>Costed above</b></p> <p>Booster Sessions provided for Y6 in maths from Spring 2026. <b>% £3,500</b></p> <p>Maths Workshops for Y1 parents.</p> <p>Maths Lead scheduled fortnightly release time for monitoring.</p> <p>Maths Lead Lead support new to school staff and long term supply.</p> <p>Trust maths support and PD.</p> <p>Maths Hub - <b>Funding through Hub</b></p> | <p>EYFS Number 75% from 76% previous year, but Number patterns up 79.2% from 71% previous year and in line with NA.</p> <p>Y1 80% and PP 73% no previous year comparison but pleasing data.</p> <p>Y2 maintained 69% on previous year but higher PP at 53% from 47%.</p> <p>Y3 62% from 81% and PP 33% from 77%.</p> <p>Y4 93% from 92% previous year and 85% from 83%.</p> <p>Y4 MTC - Av score 22.96 PP 21.3 - NA 21.7 so PP performance is strong.</p> <p>Improved on previous year non-PP 21 and PP 20.</p> <p><b>Next Steps:</b></p> <p>Continued Ashley maths used and further refined for 2026-2027 using Power Maths across school with focus on use of concrete materials to support all learners across school.</p> <p>Greater focus in EYFS on Number.</p> <p>Year 3 outcomes (62% overall / 33% disadvantaged) reflect a challenging transition from KS1 to KS2, compounded by a high density of complex SEND needs within the disadvantaged cohort. In response, our 2026–2027 strategy has been adapted to target this cohort with intensive Maths Lead coaching, daily structured TA "keep-up" interventions, and weekly arithmetic tracking to rapidly close the attainment gap.</p> <p>Closing gap on PP.</p> <p>Rigorous tracking and acting on tables and arithmetic data.</p> |
| All pupils access an ambitious curriculum that meets their needs and develops cultural capital.                                            | <p>Cognitive load and working memory, PD. <b>Trust Led</b></p> <p>Use of WISE Curriculum in wider subjects ensuring knowledge of the wider world to support PP, including teaching principles that support working memory. <b>Trust led.</b></p> <p>QFT across school and curriculum to ensure adaptive and responsive teaching to meet needs of all learners.</p> <p>PD Resilience and self-regulation <b>£500</b></p> <p>CFWO Behaviour and SEMH support (extended to families and carers). <b>% of £42,400</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b>Early identification of baselines</b> in attainment, needs, and well-being of pupils who join Ashley mid-primary/year is securely established, ensuring provisions are in place at the earliest opportunity, with 100% of mobile arrivals screened within the first 2 weeks of entry.</p> <p>Key intake and arising factors successfully managed including children actively involved with or referred to: CYPS, Lifecycles, Healthy Minds, Educational</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|  | <p>Robust Behaviour Code across school following policy - Ofsted Outstanding June 2025.</p> <p>CPOMs to record all immediate baseline assessments for new pupils including SEMH on entry and beyond across whole school. Real time support from SLT and CFWO. <b>£940</b></p> <p>Emotional Resilience - KS2 and transition to Y7 <b>£1530</b></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>Healthy School Award.</p> <p>Increased opportunities for parental engagement - performances, assemblies, workshops.</p> <p>Culture Match project for the whole school matching careers links and focusing on raising the profile of art and music. Whole School song learnt from Nursery to Y6 created by KS2 with support of music specialist workshops.</p> <p>More planned trips and visits to experience first hand e.g. South Shields museum and synagogue in Newcastle.</p> <p>Building on mapping of significant people across school and the curriculum, careers opportunities introduced in more areas.</p> <p>Continuation of pupil leaders in school: Pupil Parliament, Anti-bullying Ambassadors, Peer Mentors, Buddies, Reading Ambassadors, Digital Leaders, Trust Pupil Leadership Team and Y6 Ambassadors.</p> <p>Continuation of free after school clubs across Y1-Y6 which are tracked for participation to increase experiences for children and support families.</p> | <p>Psychologists, Emotional Resilience Team, School Counsellor, School Mentor, and those with active or pending EHCPs. Contextual vulnerabilities successfully monitored and supported include EMTRAS, Attendance, EHP, Young Carers, Bereavement, Safeguarding/Police, CIN/Social Care, Friends for Life, and Foundation of Light/YOLO. Pupils' needs are addressed across a range of areas: Anxiety, School Avoidance (EBSA), Attachment, Bereavement, challenging behaviour, emotion regulation, witnessing domestic violence, school withdrawal, attendance and SEBD.</p> <p>Our behaviour and personal development remain in line with the 'Outstanding' judgment validated during our Ofsted inspection in June 2025; however, minor low-level disruption is tightly targeted for eradication. Ongoing behaviour tracking (active since Sept 2023), alongside CPOMs, teacher feedback, and Governors' Termly Reports, supports continuous monitoring and confirms that existing robust provisions must be maintained. To sustain these exceptionally high standards, pockets of pupils with specific vulnerabilities receive bespoke individual plans and targeted interventions. This precise, proactive support ensures that any potential barriers to personal development are swiftly mitigated, keeping all eligible pupils firmly aligned with our established 'Outstanding' baseline.</p> <p>Extracurricular and cultural capital provisions were heavily realised: participation tracking confirms that 30% of Pupil Premium pupils actively engaged in our free after-school club framework, closing the enrichment gap. Initiatives like the Culture Match project, the whole-school song, and</p> |
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|                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>experiential visits (e.g., South Shields Museum) have significantly expanded pupils' knowledge of the wider world. Active pupil leadership frameworks (including Pupil Parliament, Peer Mentors, and Trust Leaders) have successfully sustained our Ofsted Outstanding Personal Development judgment by driving pupil confidence and aspiration.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <p>Moving forward, the curriculum will be further enhanced to offer enriched experiences that improve access and engagement for all pupils. Including mapped out career aspirations across school.</p> <p>The 2026-2027 Implementation Plan will be directly supported by Teaching and Learning Advocates to firmly embed core Teaching Principles, specifically optimizing working memory and cognitive load frameworks across the WISE curriculum.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p>Attendance, parental engagement, and participation in learning improve, positively impacting attainment and well-being.</p> | <p>Attendance support for pupils and families - led by Child and Family Welfare Officer. % <b>Costed above.</b></p> <p>Trust monitoring and support.</p> <p>School incentives: Termly Attendance Week; Attendance Assemblies, Ashley Winopoly - 96%+ class attendance winners roll the dice weekly with the opportunity to win class bonuses - non-uniform, movie afternoon, extra play - all celebrated on Fridays, our usual low attendance day. Deal or no Deal boxes at the end of term for 100% attendance winners who are random generated. 100% random generated each week from each class for best seat in the house in assembly. Embedded in vision and actions across school every day. Informative leaflet home. Trust 'Think it through Thursday' to support all school staff in their part in supporting attendance. Slow starts for reluctant attenders. Whole Trust 'Reg' Owl Mascot. Posters and banners.</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.</p> <p>Pupil voice reports positive findings in school incentives and attitudes to attendance.</p> <p>End of year school attendance - 93.99% (Excl nursery and Religious observance) previous year 94.1%</p> <p>Attendance reports given at Parent Meetings so aligned with academic performance.</p> <p>Continued Monitoring into 2026-2027 objective to remain.</p> <p>Tracking punctuality continued for 26-27. Attendance Week Termly inc WC 23/9/26 Continue success of Winopoly 24-26. Link further incentives to what exists - e.g. extra roll of dice for daily attendance at Breakfast Club.</p> |

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|  | <p>Updates via newsletter and Facebook.</p> <p>Weekly texts to parents with their child's current attendance.</p> <p>Termly letters sent to those who drop below defined thresholds.</p> <p>Referrals made to LA.</p> <p>Switch to Arbor from Scholar Pack to streamline communications.</p> <p>Free Breakfast Club.</p> <p>Immediate home support for persistent absences.</p> |  |
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