

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data 2023/24	Data 2024/25
School name	Ashby School	
Number of pupils in school	Yrs 7,8,10,11: 1047 KS5: 486	Yrs 7,8,9,10,11 1188 (180 PP) KS5: 494
Proportion (%) of pupil premium eligible pupils	Y7 – 19% Y8 – 18% Y10 – 13% Y11 – 13%	Y7 (36) – 16% Y8 (37) – 17% Y9 (42) – 19% Y10 (30) – 11% Y11 (35) – 14%
Academic year/years that our current pupil premium strategy plan covers	2022-2025	
Date this statement was published	October 2022 Reviewed and updated October 2023 Reviewed and updated October 2024	
Date on which it will be reviewed	October 2025	
Statement authorised by	Dr Jude Mellor, Headteacher	
Pupil premium lead	Miss Fiona McCafferty	
Governor / Trustee lead	Mrs A Watson	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,050
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£127,050

Part A: Pupil premium strategy plan

Statement of intent

To be educated is to be empowered - this ethos runs through Ashby School. Our intention is to identify, address and overcome any barriers to allow all students to reach their full potential.

The focus of our Pupil Premium strategy is to ensure high-quality first-teaching (Ashby Great Teaching, AGT), as this is shown to have the greatest impact on closing the attainment gap of disadvantaged students. This includes ensuring staff are aware of their disadvantaged students and their role in embedding social justice through education and to strive to ensure students are equipped with the skills and capital necessary for them to succeed and thrive, both during their time with us and in their future.

We provide targeted, bespoke support that is tailored towards individual student need. All students in receipt of PP funding (including High Prior Attainers (HPA), and SEND) are supported to fully engage in school and their future with high aspirations to achieve. Our offer includes enhanced transition at KS2 and KS3, priority careers advice, counselling, tutoring, mentoring and other relevant appropriate interventions, as well as rewards and attendance incentives where appropriate.

A strong home-school relationship is vital for us to fully acknowledge any barriers which students may have and to provide relevant and appropriate support to them and their families. Students are supported pastorally and through the pastoral tutor system to progress through personal development opportunities.

Our strategy also incorporates the continuation of School-Led Tutoring for students who require extra support.

Challenges

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

Challenge number	Detail of challenge
1	<p>Data suggests that disadvantaged students generally have lower levels of attainment both on entry and outcomes.</p> <p>A low literacy level on entry significantly impacts access to the curriculum and therefore progress and attainment. This is supported by a number of national studies.</p>

2	Attendance data from the last two years shows that the average attendance of disadvantaged students is below that of their peers and has continued to be exacerbated by the pandemic. For some, poor attendance has become habitual when they join us in Yr10. Lower attendance results in students missing the impact of high-quality first teaching (AGT) which their peers experience and thus increases their likelihood of lower attainment.
3	Disadvantaged students are more likely to be referred to the pastoral team for safeguarding and well being concerns than their non disadvantaged peers. This indicates that they are more likely to face barriers in their learning due to poor motivation, mental health and well being factors caused by family/home life.
4	Evidence shows that disadvantaged students are more likely to miss learning through absence as a result of suspension. This impacts progress outcomes.

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
Improved attainment of disadvantaged students at KS4	<ul style="list-style-type: none"> Attainment 8 score for disadvantaged students in line with MEGs. Subject monitoring, evaluation and reviews indicate improvements in disadvantaged students' quality of work and progress. E.g. Homework completion rates.
Achieve and maintain improved attendance for disadvantaged students.	<ul style="list-style-type: none"> Sustained improvements in attendance shown by overall absence rate for Pupil Premium students. The gap between disadvantaged and non-disadvantaged students is less than the national gap. Persistent Absence amongst disadvantaged students is in line with 'national all' persistent absence.
Achieve and maintain motivation and aspirations of disadvantaged students towards their GCSEs	<ul style="list-style-type: none"> Students' career aspirations recorded by destinations data show increase in students progressing to level 3 courses

Achieve and sustain positive well-being of disadvantaged students	<ul style="list-style-type: none"> • Qualitative data from student voice and parent/carer surveys shows improvement in perceived levels of well-being. • Improved participation of disadvantaged students in extra-curricular activities. • Pastoral referrals to services is in line with non –disadvantaged students
Achieve and sustain a reduction in suspensions of disadvantaged students	<ul style="list-style-type: none"> • Gap between suspensions of disadvantaged students to be in line with non-disadvantaged students.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£63,525**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using Teaching and Learning team provide whole-school CPL to improve Teaching & Learning (AGT- Great TeachingToolkit). This is focused on strategies to improve retention, metacognition and oracy. (22/23)</p> <p>CPL to focus on:</p> <ul style="list-style-type: none"> - Ashby Great Teaching (Great Teacher Toolkit) - Implementation of Coaching model for T&L and leadership 	<p>https://www.greatteaching.com/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>https://evidencebased.education/</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	1
Subject specific CPL to ensure high challenge and scaffolding	<p>https://www.greatteaching.com/</p> <p>www.walkthrus.co.uk</p>	1

Classrooms equipped with the appropriate resources to equip learning Provide further CPL to support the use of visualisers where required	EEF blog on successful use of visualisers for modelling and implementation, and the need for staff training in their use. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1
Faculties to prioritise Pupil Premium focus in faculty time, to identify the appropriate setting or staffing for PP students /positive praise home	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1
Use of GL Assessment data to enhance teachers' and tutors' awareness of their PP students and support they require and how they best work – PP Profiles	Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance. (EEF)	1,2
All staff to implement use of 'green folders' including student data to raise awareness of student needs and communicate information from teacher to pastoral and vice versa	Marc Rowland highlights that 'successful schools are thorough in their monitoring of every pupil and thorough knowledge of every child'.	1,2,3
Subsidy of alternative curriculum provision for a small number of disadvantaged students To further embed curriculum Quality Assurance processes for the provision	Achieving successful outcomes through Alternative Education Provision: an international literature review, CfBT Education Trust	1
Implementation of new behaviour for learning strategy. To embed consistency in application of new behaviour strategy which includes a rewards focus.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,4

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

Budgeted cost: £31,762.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Maths and English tutor and use capacity in science to provide tutoring.</p> <p>All tutors/support will work alongside classroom teachers to link interventions to the curriculum.</p> <p>Use of RSL to identify and implement English, maths and Science tutoring support in registration at KS4 and reading interventions at KS3.</p>	<p><i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.'</i> EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those making lower than expected progress, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Additional revision and exam preparation support for disadvantaged students, including a breakfast club before exams</p> <p>Breakfast club every day of the week throughout the year.</p> <p>CPL on Ashby core 4 revision strategies.</p>	<p>'Breakfast clubs work their magic in disadvantaged English schools', IFS</p> <p><i>'The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.'</i> DfE</p>	1,3
<p>In class teaching assistant support is provided using the EEF's pyramid of building student independence model</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	1,3
<p>RSLs provide mentoring, guidance and support</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	1,2,3

prioritising attainment and attendance		
Resources are provided for students to access learning e.g. loan of laptops to encourage independent learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1,3
Intervention programme at KS3 to develop confidence in reading for students that enter below age related expectation Whole school reading strategy implementation Staffing –LP supporting the reading strategy	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 https://www.oup.com.cn/test/word-gap.pdf	1,3
Implementation of Reading & Literacy and Numeracy activities in weekly PD programme in registration	Cultural capital – exposing students to literature https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,2

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

Budgeted cost: £31,762.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using attendance principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Contribution towards attendance officer salary to monitor and improve attendance.</p> <p>Regular communication with home regarding attendance.</p> <p>Contribution towards Deputy Year Team Leader salary to support vulnerable students</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1,2,3
<p>Contribution towards Wellbeing Officer to support and work with identified students.</p> <p>Contribution to Premiership</p>	<p><i>'Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.'</i> Public Health England</p>	1, 3

Inspires LCFC Mentoring scheme		
HPA Pupil Premium students targeted for raising aspirational activities e.g higher education visits.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1,3
Disadvantaged students prioritised for early careers guidance.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1
Enhanced Transition for students from KS3 – KS4	improving-school-transitions-for-health-equity.pdf (instituteofhealthequity.org)	1,2,3,4
Supporting behaviour interventions to encourage engagement in learning.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	1,2,3,4
Supporting cost of uniform and resources required for study. This may include support towards curriculum related trips or where they encourage	Where students cannot engage with the curriculum through lack of equipment/attire they less likely to achieve in these subjects	1

cultural capital.		
Contribution to staffing costs for lunch time extra curricular activities	EEF guide to the Pupil Premium menu of approaches evidence brief https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/Pupil-Premium-resource-evidence-brief.pdf?v=1695997833	1,2,3
Use of Evaluate My School (Trust Wide) to assess and monitor our provision for disadvantaged students. This will also encompass challenge and support coaching within the Trust	https://evaluatemyschool.co.uk/	1,2,3,4

Total budgeted cost: £127,050

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Attendance data

Following proactive intervention in 2023-24 to improve attendance, disadvantaged attendance was 85.2% (FFT FSM), which was above national FFT FSM average (84.8%)

- Overall PP attendance for Y7 2023-24 = 84.4%
- Overall PP attendance for Y8 2023-24 = 84.4%
- Overall PP attendance for Y10 2023-24 = 86.6%
- Overall PP attendance for Y11 2023-24 = 86%

The pastoral team have more accountability and now review and action interventions of low attendees on a weekly basis.

4% of Y11 Pupil Premium students were involved in attendance interventions during the academic year 2023-24.

Facilities

We also ensured that all disadvantaged students had access to a laptop/similar device at home to access revision and exam preparation. Ashby School continued implemented the use of the Great Teaching Toolkit over the course of the last academic year which has been used to improve teaching and learning. This will be continue to be developed and embedded in the forthcoming academic year.

Students had access to a wide range of support including reading, English and/or Science and/or maths tutoring and careers guidance and counselling for selected students.

Academic support/Interventions:**KS3 Reading:**

We have established a strategy for reading intervention. Students accessed intervention during the last academic year. Impact has shown:

Year	Number of disadvantaged students participating in reading intervention provision	Average impact on SAS scores	Average impact on reading age in months	Average impact shown in movement between bands of expected progress (much lower / lower /expected / higher / much higher.)	Number of students now at expected or above progress
Year 8 2023 2024	16	+ 4.9	+14.9	+1.3	10 of 16
Year 7 2023 2024	16		Data not yet measured	Data not yet measured	13 of 16

Students involved have also gained confidence as a result of attending these interventions improving their access to the curriculum.

Y11 data:

- 100% of Pupil Premium students were offered some form of intervention
- 20% accessed tutoring
- 25% accessed faculty interventions
- 100% offered and supported via careers guidance

We used Pupil Premium funding to provide wellbeing support for identified students. We are continuing to develop this approach in our new plan:

- 37% of Pupil Premium students accessed well being support

Attainment

Attainment has shown a narrowing of the gap this academic year:

	2022-2023 %	National 2022/2023%	2023-2024 %	National 2023/2024%
Attainment 8 Disadvantaged	24.3	35.0	33.46	34.5
20% English&Maths 4+	20	43.4	48.7	43.4
English 4+	39.5		56.4	
Maths 4+	27.9		56.4	
5 Standard passes incl English and Maths	11.6		30.8	25.8
5 strong passes incl English and maths	4.7		23.1 Although still below national, a significant increase from 2023 to 2024 is evident	29
Entered into EBacc	22.1	27.7	69.2	28.6
EBacc entries – standard pass	4.7		17.9	

EBacc entries – strong pass	1.2		2.6	
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Progress

Disadvantaged =

2022-2023	Whole School	2023-2024	Whole School
-1.58	-0.49	-0.92	-0.12

In addition, English Literature progress shows significant improvements within the school:

-0.04 in 2024 up from -1.01 in 2023

Destinations (intended)

As a result of the gap narrowing in outcomes, this has resulted in an increase in intended destinations for this year's cohort

	2022-2023	2023-2024
Progressed to Level 3	43%	60%
Progressed to Level 2	29%	28%
Progressed to other education	28%	12%

Suspensions

There was low suspension data for Pupil Premium students:

Year	PP students involved
7	3
8	11
10	4
11	2

There were no permanent exclusions. A new behaviour structure/policy across the school has been further embedded and has meant consistency in application of sanctions. It has also resulted in a focus on behaviour and ensures a spotlight on this priority.

Externally provided programmes

Programme	Provider
Premiership Inspires	LCFC