

# Pupil premium strategy statement – Ashby School

This statement details our school's use of pupil 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
Number of pupils in school	KS3 & KS4: 1159 (180 PP) KS5: 528
Proportion (%) of pupil premium eligible pupils	Total (180) = 15.5% 7 (34) = 14.6% 8 (37) = 16.7% 9 (40) = 18% 10 (40) = 18.1% 11 (29) = 11.1%
Academic year/years that our current pupil premium strategy plan covers	2025 - 2028
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Dr J Mellor
Pupil premium lead	Miss F McCafferty
Governor / Trustee lead	Dale Richards

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151575
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£151575

# Part A: Pupil premium strategy plan

## Statement of intent

At Ashby School, we passionately believe that education is empowerment. Our commitment to this ethos drives us to actively identify and overcome any obstacles that students and families may face, ensuring every student can flourish at school.

High-quality, inclusive teaching is the heart of our educational approach, with our Pupil Premium strategy rooted in Ashby Great Teaching (AGT), underpinned by the GTT. This emphasis not only aims to close the attainment gap for disadvantaged students but uplifts the entire school community. We aim to prepare students with the skills and cultural capital they need to achieve now and in the future.

Our innovative CREW programme — blending coaching, reflection, enrichment, and wellbeing — empowers students to develop a growth mindset. Through purposeful relationships with CREW leaders and teachers, we foster compassion and create an equitable environment where all can thrive.

We are proud to offer bespoke, tailored support for every student. For those receiving PP funding, there is opportunity for this support through enhanced transitions, priority careers guidance, and dedicated pastoral care. Our wider support includes counselling, mentoring, and celebration incentives, motivating students towards their aspirations.

We recognise the power of strong home-school partnerships, ensuring we meet students and their families with relevant, compassionate support. Our pastoral system nurtures personal growth, encouraging each student to be empowered to learn and therefore strive to reach their potential.

School-Led Tutoring is also used for those needing a little extra support.

## Challenges

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

Challenge number	Detail of challenge
1	<b><u>Fostering Academic Success:</u></b> A gap in KS2 SATS outcomes is evident upon entry in y7: Year 7 Entry: KS2 Scaled Score 2025:

	<p>Non-Disadvantaged – 107.04 Disadvantaged – 102.4 National KS2 Scaled Score Average – 105.33</p> <p>Difference between disadvantaged/non disadvantaged = -5 points. Non disadvantaged students scores are above national average. Disadvantaged students' scores are 3 points below national average.</p> <p>We aim to celebrate the strengths and potential of all our students. By recognising those who may benefit from additional support, particularly in literacy upon entry, we actively enhance curriculum access to support their progress and attainment.</p>
2	<p><b><u>Championing Attendance and Engagement:</u></b></p> <p><b><u>Challenge:</u></b></p> <p>FFT Data from 2024-2025:</p> <p>Overall FFT FSM Attendance: 86.2% vs. School's FFT FSM Attendance: 81.6% Overall FFT Non-FSM Attendance: 91.3% vs. School's FFT Non-FSM Attendance: 91.5%</p> <p>FSM attendance is 5% below national average whereas Non FSM attendance is in line with national average</p> <p>Our focus is on improving attendance to ensure everyone benefits from classroom experiences and Ashby Great Teaching (AGT).</p>
3	<p><b><u>Strengthening Pastoral Care:</u></b></p> <p>Our pastoral team is dedicated to nurturing our students' motivation and well-being. We aim to cultivate a positive learning climate and champion high aspirations for each student.</p>
4	<p><b><u>Building Relationships and Trust:</u></b></p> <p>We are committed to guiding our students in nurturing positive behaviours and self-regulation. At Ashby, we know that strong relationships with teaching staff form the basis of student success.</p>
5	<p><b><u>Enhancing Cultural Capital and Opportunities:</u></b></p> <p>Our commitment is to ensure that every student has opportunity to experience enrichment activities, broadening their world through diverse experiences. We actively support students in accessing these opportunities, making life beyond school vibrant and enriching, ensuring access to a wealth of cultural capital.</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
Improved attainment of disadvantaged students at KS4	<p>Attainment 8 score for disadvantaged students in line with MEGs (Minimum Expected Grades) and within 5 years above MEGs.</p> <p>Subject monitoring, evaluation and reviews indicate improvements in disadvantaged students' quality of work and progress. E.g. Homework completion rates.</p>
Achieve and maintain improved attendance for disadvantaged students.	<p>Sustained improvements in attendance shown by overall absence rate for Pupil Premium students.</p> <p>The gap between disadvantaged and non-disadvantaged students is less than the national gap.</p> <p>Persistent Absence amongst disadvantaged students is in line with 'national all' persistent absence.</p>
Foster and nurture the motivation and aspirations of disadvantaged students to excel in their GCSEs	Students' career aspirations recorded by destinations data show increase in students progressing to level 3 courses
Achieve and sustain positive wellbeing of disadvantaged students	<p>Qualitative data from student voice and parent/carers surveys shows improvement in perceived levels of well-being.</p> <p>Pastoral referrals to services is in line with non –disadvantaged students.</p>
Achieve and sustain a reduction in behaviour data for disadvantaged students	Gap between behaviour data and suspensions of disadvantaged students to be in line with non-disadvantaged students.
Extracurricular opportunities are taken up by disadvantaged students	Take up for extracurricular opportunities for disadvantaged students is in line with non disadvantaged.

## Activity in this academic year

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

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

Budgeted cost: £ 75787.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Teaching and Learning team provide whole-school CPL to improve Teaching & Learning (AGT-Great Teaching Toolkit). This is focused on embedding a model of coaching for T&L and leadership.	<a href="https://www.greatteaching.com/">https://www.greatteaching.com/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a> <a href="https://evidencebased.education/">https://evidencebased.education/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-andself-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-andself-regulation</a>	1
Subject specific CPL to ensure high challenge and scaffolding	<a href="https://www.greatteaching.com/">https://www.greatteaching.com/</a> <a href="http://www.walkthrus.co.uk">www.walkthrus.co.uk</a>	1
CPL to embed the role of the CREW Leader and CREW programme for all students		
Classrooms equipped with the appropriate resources to equip learning. Where required, provide further CPL to support the use of visualisers.	<a href="#">EEF blog</a> on successful use of visualisers for modelling and implementation, and the need for staff training in their use. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1
Faculties to prioritise Pupil Premium focus in faculty	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions</a>	1

time, to identify the appropriate setting or staffing for PP students /positive praise home		
Use of entry level assessment data to enhance teachers' and tutors' awareness of their PP students and support they require and how they best work alongside the roll out of PP One Page Profiles for our PP students.	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 embed use of 'Teaching and Learning folders' including student data to raise awareness of student needs and communicate information from teacher to pastoral and vice versa as well as build home school relationships.	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 and to further embed curriculum Quality Assurance processes for the provision	Achieving successful outcomes through Alternative Education Provision: an international literature review, <a href="#">CfBT Education Trust</a>	1
Embedding the use of Ashby Core 4 revision		1

strategies through T&L and provide additional CPL where required.		
To embed consistency in application of behaviour strategy which includes an adapted rewards focus.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviourinterventions</a>	1,4

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

Budgeted cost: £ 37893.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employ a Maths and English tutor and use capacity in science to provide tutoring. All tutors/support will work alongside classroom teachers to link interventions to the curriculum. Use of RSL to identify and implement English and maths tutoring support in	<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></p> <p>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:  <a href="#">One to one tuition   EEF</a>  <a href="https://educationendowmentfoundation.org.uk">educationendowmentfoundation.org.uk</a>)</p> <p>And in small groups:  <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1,5

CREW time at KS4.		
Additional revision and exam preparation support for disadvantaged students including resources and provision of face to face events.	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: <a href="#">One to one tuition   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a> And in small groups: <a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a>	1
In class teaching assistant support is provided using the EEF's pyramid of building student independence model	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	1,3
RSLs provide mentoring, guidance and support	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/mentoring</a>	1,2,3
Resources are provided for students to access learning e.g. loan of laptops to encourage independent learning	<a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistantinterventions</a>	1,3,5
Intervention programme at KS3 to develop confidence in reading for students that enter	<a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</a>  <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a>	1,3,5



below age related expectation		
Implementation of Whole school literacy strategy through the CREW programme	<p>Cultural capital – exposing students to literature  <a href="https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies">https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/readingcomprehension-strategies</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/maths-ks-2-3</a>  <a href="https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/literacy-ks3-ks4</a></p>	1,2,5

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

Budgeted cost: £ 37893.75

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using attendance principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> 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 <a href="#">DfE guidance</a> has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	1,2,3
Contribution towards Wellbeing Officer and	<i>'Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational</i>	1, 3

Contribution the Premiership Inspires LCFC Mentoring scheme to support and work with identified students.	<i>outcomes and their health and wellbeing outcomes.</i> <a href="#">Public Health England</a>	
Disadvantaged students prioritised for early careers guidance.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/aspiration-interventions</a>	1,3
Enhanced Transition for students from KS3 – KS4	<a href="#">improving-school-transitions-for-health-equity.pdf</a> ( <a href="http://instituteofhealthequity.org">instituteofhealthequity.org</a> )	1,2,3,4
Supporting behaviour interventions to encourage engagement in learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/behaviour-interventions</a>	1,2,3,4
Supporting cost of uniform and resources required for study. This may include support towards curriculum related trips or where they promote cultural capital.	Where students cannot engage with the curriculum through lack of equipment/attire they less likely to achieve in these subjects	1, 5
Contribution to staffing costs for lunch time extra curricular activities	EEF guide to the Pupil Premium menu of approaches evidence brief <a href="https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupilpremium/Pupil-Premium-resource-evidencebrief.pdf?v=1695997833">https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupilpremium/Pupil-Premium-resource-evidencebrief.pdf?v=1695997833</a>	1,2,3,5
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 our Trust.	<a href="https://evaluatemyschool.co.uk/">https://evaluatemyschool.co.uk/</a>	1,2,3,4
Breakfast club every day of the	'Breakfast clubs work their magic in disadvantaged English schools', <a href="#">IFS</a>	1,3

week throughout the year.	<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> <a href="#">DfE</a>	
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**Total budgeted cost: £ 151575**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Attendance data**

Following proactive intervention in 2024-25 to improve whole school attendance, disadvantaged attendance was 85.2% (FFT FSM), which was above national FFT FSM average (84.8%)

#### **National data to be added when available**

- Overall PP attendance for Y7 2024-25 = 88.21%
- Overall PP attendance for Y8 2024-25 = 82.95%
- Overall PP attendance for Y9 2024-25 = 78.25%
- Overall PP attendance for Y10 2024-25 = 80.73%
- Overall PP attendance for Y11 2024-25 = 85.6%

The pastoral team have more accountability and review and action interventions of low attendees on a weekly basis. We have also reappointed to the post of DYTL to further support this area.

14% of Y11 Pupil Premium students were involved in attendance interventions due to their attendance record during the academic year 2024-25.

#### **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 to build upon our coaching approach within school.

Students had access to a wide range of support including reading, English 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 for which the monitoring of impact is ongoing.

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 academic intervention
- 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 plan:

- 42% of y11 Pupil Premium students accessed wellbeing support

- 17% of all Pupil Premium students across all years accessed wellbeing and attendance support via the LCitC Inspires Programme.

### **Attainment:**

Attainment has shown improvement in the average attainment but an increase in the disadvantaged gap this academic year:

	<b>Ashby School 2024-2025 %  Disadvantaged students</b>	<b>National 2024/2025%  Disadvantaged students</b>  Black = Sisra collaboration data  <b>Red</b> = DfE dataset data
Attainment 8 Disadvantaged	35.3	<b>34.9</b>
English & Maths 4+	41.9	48.0
English 4+	58.1	61.6
Maths 4+	54.8	54.0
5 Standard passes incl English and Maths	35.5	<b>43.5</b>
5 strong passes incl English and maths	16.1	<b>25.6</b>
Entered into EBacc	51.6	<b>29.0</b>
EBacc entries – standard pass	16.1	<b>13.6</b>
EBacc entries – strong pass	9.7	<b>8.6</b>

### **Destinations (intended)**

Despite the gap increasing in outcomes, there has still been an increase in intended destinations to the next stage of education for this year's disadvantaged cohort :

	<b>2024-2025</b>	<b>2023-2024</b>
Progressed to Level 3	63%	60%

Progressed to Level 2	29%	28%
Progressed to other education	8%	12%

### **Suspensions:**

There was varied suspension data for Pupil Premium students depending on the year groups of students:

#### **Suspensions 2024 - 2025**

	Suspensions PP		Suspensions Non-PP		
Year Group	Number	%	Number	%	Total
7	1	6.7	14	93.3	15
8	20	47.6	22	52.4	42
9	40	76.9	12	23.1	52
10	30	46.2	35	53.8	65
11	15	20.0	60	80.0	75
Total	106	42.6	143	57.4	249

There was one permanent exclusion of a student in y9.

Behaviour remains a focus for the school including rewarding positive recognition.

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider
LCitC Inspires	Premiership Inspires LCFC

