

Pupil premium strategy statement – Ash Green 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	305
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028
Date this statement was published	December 19 th 2025
Date on which it will be reviewed	December 19 th 2026
Statement authorised by	Fuzel Choudhury
Pupil premium lead	Jennifer Clegg
Governor / Trustee lead	Jason Howard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£305,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£323,109

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective is to ensure that all disadvantaged pupils, regardless of starting points, achieve high academic outcomes, develop strong personal and social skills, and leave school fully prepared for the next stage of education or employment. We aim to close attainment gaps between disadvantaged pupils and their peers while fostering equity, aspiration, and resilience.

Our current pupil premium strategy is designed to achieve these objectives through a tiered approach:

- **High-quality teaching:** Investing in professional development and evidence-based practices to improve classroom instruction.
- **Targeted academic support:** Providing interventions that address gaps in literacy, numeracy, and wider curriculum access.
- **Wider strategies:** Supporting attendance, wellbeing, and enrichment opportunities to remove non-academic barriers to success.
- The key principles underpinning our strategy are:
- **Evidence-informed practice:** Decisions are guided by research and impact evaluation.
- **Early intervention:** Identifying and addressing needs promptly to prevent long-term disadvantage.
- **Whole-school responsibility:** Ensuring all staff understand and contribute to improving outcomes for disadvantaged pupils.
- **Sustainability and capacity-building:** Embedding approaches that have lasting impact beyond the funding cycle.
- **High expectations:** Maintaining ambitious goals for every pupil, regardless of background.

Challenges

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

Challenge number	Detail of challenge
1	<u>Language and Literacy gaps</u>

	Many of our disadvantaged pupils enter Ash Green with lower vocabulary and reading comprehension, limiting access to the wider curriculum.
2	<u>Attendance and Punctuality</u> Persistent absence or lateness reduces learning time and impacts progress.
3	<u>Social, Emotional and Mental Health needs</u> Higher prevalence of wellbeing concerns can affect engagement, resilience, and readiness to learn.
4	<u>Limited access to enrichment and Cultural Capital</u> Fewer opportunities outside school for experiences that broaden horizons and support aspiration.
5	<u>Financial barriers affecting learning resources</u> Lack of access to technology, uniform, or study materials can hinder homework and independent learning.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improve reading fluency and comprehension for disadvantaged pupils	<ul style="list-style-type: none"> Reading ages improve by at least X months per academic year Gap between disadvantaged and non-disadvantaged pupils narrows in reading assessment
2. Increase attendance and reduce persistent absence	<ul style="list-style-type: none"> Attendance for disadvantaged pupils is in line with the national average for all students Persistent absence reduced to below national average The gap between disadvantaged and non-disadvantaged pupils narrows
3. Enhance social, emotional and mental health support	<ul style="list-style-type: none"> Reduction in behaviour incidents Positive pupil wellbeing survey results Increased engagement in lessons
4. Broaden access to enrichment and cultural capital	<ul style="list-style-type: none"> All disadvantaged pupils participate in at least one enrichment activity per term Pupil voice indicates improved aspiration and engagement

5. Improve access to technology and learning resources	<ul style="list-style-type: none"> • 100% of disadvantaged pupils have access to devices and internet for homework • Homework completion rates improve by 30%
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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: £94,658

Activity	Evidence that supports this approach	Challenge number(s) addressed
High-quality CPD focused on evidence-based strategies for literacy and numeracy	EEF research shows that improving teacher subject knowledge and pedagogy has the greatest impact on disadvantaged pupils	1 (Language and Literacy Gaps)
Recruitment and retention of skilled teachers in core subjects	Consistent staffing ensures continuity and quality of teaching; EEF highlights teacher quality as the most	1, 2 (Literacy gaps, Attendance engagement)
Instructional coaching	EEF guidance on professional development indicates coaching improves classroom practice and pupil outcomes	1, 3 (Literacy gaps, SEMH needs)
Use of adaptive teaching strategies and scaffolding	EEF Toolkit: “Feedback” and “Metacognition” approaches are highly effective for disadvantaged learners	1, 3 (Literacy gaps, SEMH needs)
Recruitment and retention of qualified SENDCO	EEF Guidance – High-Quality Teaching EEF emphasizes that teacher quality is the single most important factor in improving outcomes for disadvantaged pupils. A skilled SENDCO ensures	1, 3 (Literacy gaps, SEMH needs)

	inclusive practice and targeted support for pupils with SEND and PP overlap	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 88,725

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small-group tutoring in literacy and numeracy (KS3 & KS4)	EEF Toolkit: Small-group tuition (+4 months progress) is highly effective for closing gaps in core subjects	1 (Language and Literacy gaps)
One-to-one reading intervention for pupils below age-related expectations	intervention for pupils below age-related expectations EEF evidence shows 1:1 tuition can accelerate progress by up to 5 months	1
Targeted homework clubs with academic support	Structured support improves homework completion and independent learning (EEF)	1, 5 (Literacy gaps, Financial barriers)
Online learning platform subscriptions for disadvantaged pupils	Digital tools provide adaptive practice and feedback, improving engagement and attainment	1, 5
Numeracy catch-up programme for Year 7 pupils	EEF research: Early intervention in numeracy prevents widening gaps	1
Speech and language therapy sessions for identified pupils	Improves vocabulary and comprehension, supporting access to curriculum	1, 3 (Language gaps, SEMH needs)
Year 11 residential targeting PP students providing focused Maths, English and Science revision sessions prior to mock examinations and summer examinations.	Year 11 residential targeting PP students providing focused Maths, English and Science revision sessions prior to mock examinations and summer examinations.	1, 3, 4

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

Budgeted cost: £192,779

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school attendance strategy led by Attendance Lead (clear policy, daily processes, data tracking, targeted support meetings, collaboration with LA)	DfE statutory guidance sets out expectations for whole-school attendance culture, accurate registers, data analysis, and multi-agency support; improving attendance requires multifaceted approaches.	2 (Attendance & punctuality), 3 (SEMH)
Targeted family engagement (personalised texts/letters, attendance workshops, home visits where appropriate)	EEF guidance shows well-designed school communications and practical strategies for home learning can improve outcomes and attendance; parental engagement has moderate positive impact.	2, 1 (Literacy), 3
Breakfast club & start-of-day meet-and-greet routines	EEF behaviour guidance highlights simple, routine approaches (e.g., greeting pupils, structured starts) as part of a consistent behaviour strategy that supports engagement and readiness to learn.	2, 3
Pastoral & mental health support (wellbeing hub, counsellor hours, staff training on trauma-informed practice)	EEF behaviour report recommends targeted approaches for individual needs alongside consistent whole-school routines; attendance guidance emphasises support for pupils absent due to mental/physical ill health and SEND.	3,2
Mentoring programme (trusted adult check-ins; focus on self-regulation and goal setting)	EEF behaviour guidance recommends supportive relationships and teaching learning behaviours; DfE attendance guidance stresses building strong relationships with families/pupils to remove barriers.	3,2
Subsidised enrichment and cultural capital	DfE PP guidance and EEF pupil premium menu emphasise broad,	4, 3

(club fees, trips, music tuition, leadership programmes; guaranteed offer for PP pupils)	balanced, evidence-informed activities to remove non-academic barriers and build aspiration; 'do fewer things better' principle	
Uniform, transport, and meal support (discretionary bursary to address practical barriers)	DfE PP overview confirms PP can support pupils with identified needs and whole-class/whole-school interventions; removing practical barriers supports attendance and participation.	5, 2
Attendance & behaviour data dashboard (weekly analysis by cohort, PP vs non-PP, triggers for responsive intervention)	DfE attendance guidance requires regular analysis to identify cohorts and put strategies in place; consistent monitoring is central to effective implementation.	2, 3
Sanitary products provided at no cost	DfE Guidance on Period Product Scheme The Department for Education provides free period products to schools to tackle barriers to attendance and wellbeing. This aligns with national policy to ensure pupils do not miss education due to lack of access.	2,3,5
Woodlands Year 7 Residential prioritises pp eligible students	EEF Toolkit – Outdoor Adventure Learning EEF research shows that outdoor learning and residential experiences can have a positive impact on academic outcomes (+4 months progress) when combined with structured activities and follow-up in school.	3,4

Total budgeted cost: £323,109

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- Information from summative and formative assessments the school has undertaken.
- School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.

If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Summer 2025 KS4 results

Measure	PP	All	Local Average	National Average
Basics 9-4	34.6%	61%	67.2%	64.5%
Basics 9-5	21.2%	41%	49.6%	45.2%
A8	28.3	40.5	47.9	45.9

Attendance 2024-2025

Measure	PP	Difference compared to 2023-2024	All	Difference compared to 2023-2024
Attendance	83.7%	+4.4%	88.5%	+1.7%
Persistent Absence	49.4%	-9.7%	36.5%	-1.6%

Behaviour 2024-2025

Measure	PP	Difference compared to 2023-2024	All	Difference compared to 2023-2024
Suspensions per week	3.4	-55%	4.7	-65%
Reflection referrals per week	20.6	-55.1%	38.3	-61.7%

Our objectives for 2022 to 2025 were to:-

Improve attendance of our PP cohort with a particular focus on PP/SEND and reduce persistent absenteeism.

Our chosen strategies had a positive impact on the attendance of PP students and those who are both PP and SEND, the strategies also significantly reduced persistent absence for these groups of students. Students with who are both PP and SEND had an attendance of 78.7% (an increase of 7.9% compared to the previous academic year and persistent absence of 56.7% (a decrease of 8.2%).

To develop resilient learners who are prepared and successful each day. (Readiness for learning and rewards for learning.)

There has been a 440% increase in the number of rewards point issued to our pupil premium students when compared to the previous academic year and along with the reduction in reflection referrals indicates a positive impact on students' readiness for learning.

Increase the progress of PP students across the EBacc suite of subjects at the end of year 11.

No progress data available for Year 11 2025 due to covid interruptions to KS2 testing.

By the end of KS4 close gaps between PP boys against national 'for all other' students.

There is still an attainment gap between PP students and other students nationally however the gap is smaller for PP boys than girls. PP boys achieved an A8 of 30.8 and 9-4 basics of 6% and 9-5 basics of 28%.

To prepare our students for success in our global community at age 18 through: 1) a broad and balanced curriculum at KS3

Our KS3 curriculum is broad and balanced and regularly reviewed through internal quality assurance mechanisms and trust curriculum and assessment reviews.

2) a wide range of qualifications at KS4;

A broad selection of subjects both academic and vocational are offered to all students.

3) providing a high-quality pastoral curriculum with a focus on CEIAG, metacognition skills and PHSRE.

Our personal development is currently graded as good from our most recent Ofsted inspection,

3 • Alongside ensuring equality of access to a range of enrichment opportunity and experiences (e.g. working with the Student Engagement and Recruitment team at Coventry University), monitoring and tracking sustained impact of this work to ensure retention in the wider curriculum (masterclasses/DofE)

We offer a wide range of enrichment opportunities for all students with pupil premium students being prioritised and a 20% subsidy for all pupil premium eligible students was offered. We provided residential opportunities for students in Year 7 and 11 free of charge with PP eligible students prioritised alongside DofE which had a 20% subsidised for our PP eligible students. More work is needed to ensure that PP attendance to enrichment activities is in line with non-PP students and as a consequence the 20% subsidy was reviewed and it was determined that due to the gap between PP and other students engaging in enrichment activities and parental feedback that the 20% subsidy should be increased to 50% to ensure a greater uptake of all enrichment activities by PP students for academic year 2025-2026 onwards.

There is still a gap between PP students and other students in terms of students remaining in education or employment at 79% versus 90%.

Literacy support: HLTA-led reading comprehension strategies and Sparx Reader programme reduced below-age readers by 7%.

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
SISRA	Use of SISRA to identify underperformance and direct targeted interventions.
ARBOR	The system enables us to better track and record behaviour (positive and negative). The system is also used as a means of communicating with parents. All students and their parents have access to an Arbor app so they can observe some behavioural updates and details of relating to homework.
CPOMS	An online system which allows the Academy to accurately record welfare and safeguarding concerns and actions.