

Pupil premium strategy statement 2024-25

School overview

| Metric | Data |
|---|----------------------------------|
| School name | Ash Lea School |
| Pupils in school | 98 |
| Proportion of disadvantaged pupils | 32% (31 pupils) |
| Pupil premium allocation this academic year | £37090 (+£9169 recovery premium) |
| Academic year or years covered by statement | 2024-2025 |
| Publish date | 04.09.24 |
| Review date | |
| Statement authorised by | Kate Davies |
| Pupil premium lead | Luke Skillington |
| Governor lead | |

Disadvantaged pupil barriers to success

| |
|---|
| Individual pupils Special Educational Needs |
| Pupil regulation, behaviour, and readiness to learn |
| Pupil attendance and wellbeing |

Strategy aims for disadvantaged pupils - academic achievement

| Aim | Evidence of impact | Target date |
|---|--|-------------|
| All pupils continue to make at least good progress in their Individual Education Plan | Teacher assessment and recorded evidence. End of year attainment. | July 2025 |
| All pupils have the individual resources needed to access the curriculum | Teacher assessment and recorded evidence End of year attainment. | July 2025 |
| All pupils have their individual needs met by all teaching staff | All pupils are supported to access the curriculum. Academic and Social outcomes are met. | July 2025 |

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

| Aim | Evidence of impact | Target date |
|--|--|-------------|
| All pupils can access extra-curricular activities and residential visits (where appropriate) | All pupil access wider school opportunities. | July 2025 |

Teaching priorities for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Pupils and families have high quality support for wellbeing and attendance |
| Priority 2 | Pupils have additional support for wellbeing and regulation in preparation for learning |
| Barriers to learning these priorities address | Individual pupils Special Educational Needs. |
| Projected spending | £15,340 |

Targeted academic support for current academic year

| Measure | Activity |
|---|--|
| Priority 1 | Ensure eligible pupils access appropriate one-to-one support in targeted areas (Intervention Teacher/OT) |
| Priority 2 | Ensure all pupils have individual resources that enable them to access the curriculum |
| Barriers to learning these priorities address | Teaching staff knowledge and understanding. Individual pupils Special Educational Needs. Pupil regulation, behaviour, and mental well-being. |
| Projected spending | £16,750 |

Wider strategies for current academic year

| Measure | Activity |
|---|---|
| Priority 1 | Financial support for all FSM families and those with an acute vulnerability for all trips and residential. |
| Barriers to learning these priorities address | Finance to support increased opportunity for building cultural capital. |
| Projected spending | £13,840 |

Monitoring and implementation

| Area | Challenge | Mitigating action |
|------------------|---|---|
| Teaching | Ensuring families are given targeted support, at the right time by the right people. | Clear monitoring of attendance data to ensure early intervention. |
| Targeted support | Ensuring correct pupils are accessing literacy support and receiving individual resources to meet need. | Teachers to identify pupils in class who need additional resources and individual tutoring. |
| Wider strategies | Activities are accessible for all pupils. | Ensure teachers are consulted regarding suitable activities for the pupils in their class. |