

Pupil Premium Strategy Statement – Ash Lea School

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

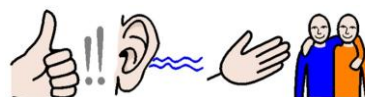
It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	35%
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)	2025-28
Date this statement was published	Sept 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kate Davies
Pupil premium lead	Luke Skillington
Governor lead	Chris Hankinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£44,295
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>	£44,295



Part A: Pupil premium strategy plan

Statement of intent

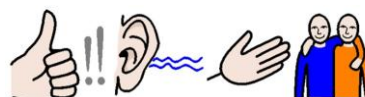
At Ash Lea we want all pupils to access the same opportunities to develop, grow and achieve. All our pupils have an EHCP, and we strive to ensure pupils access a curriculum which develops each individual academic, and personal needs.

Pupil Premium funding is used to ensure we have individualised support where needed for our most disadvantaged pupils. We want to develop support that enables pupils to regularly attend, be regulated to access their learning, have interventions where necessary and to remove barriers to taking part in a broad range of experiences.

Challenges

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

Challenge number	Detail of challenge
1	Attendance We understand that attending school can be difficult for some of our pupils. Pupils who are eligible for pupil premium often have lower attendance rates compared to their peers. At Ash Lea School, we are proud of our strong attendance record, which is underpinned by a positive school culture that encourages the importance of regular attendance. Where additional support is needed, we are committed to offering personalised and tailored assistance to both pupils and their families, ensuring they have the support they need to overcome challenges.
2	Attainment The attainment of pupils in receipt of pupil premium is generally in line with the rest of the school, with the majority making expected progress. However, to further raise attainment, some pupils require a tailored and individualised approach. This ensures they are provided with an ambitious and challenging learning experience that enables them to reach their full potential.
3	Access to wider curriculum/Independence/Personal Development Some pupils face challenges in accessing community activities due to staffing limitations. In certain cases, the support ratio for pupils may increase when offsite trips are involved. Additionally, a number of pupils are financially disadvantaged, which can impact their ability to participate



	in trips and residential activities, as some families may struggle to cover associated costs.
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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 attainment in Maths and Literacy for all pupils in receipt of pupil premium (link to SDP priority 1)	By July 2028 most pupils in receipt of pupil premium will show progress in outcomes linked to IEP, literacy and Numeracy
2. Improve attendance for all pupils in receipt of pupil premium	By July 2028 most pupils in receipt of pupil premium will have an attendance rate of 91% or more (school average 24-25).
3. All pupils in receipt of pupil premium have improved cultural capital, independence skills and personal, social and emotional literacy.	By July 2028 all pupils in receipt of pupil premium will have accessed enrichment activities and those at the end of a key stage will be offered a residential activity. Most pupils will show progress in their social and emotional literacy.



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)

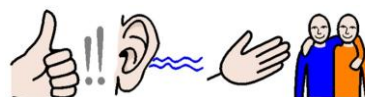
Budgeted cost: £ 5850

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Story Writing with Story Steve	£5850 (1.5 days x 39 weeks) Overall evidence indicates that interactive reading can support children's literacy learning in the early years. EEF - Early Literacy EEF - Interactive Reading	2,3

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention teacher for Maths and Literacy (2 days a week for full academic year)	The Education Endowment Foundation (EEF) has published evidence consistently demonstrating the positive impact of targeted academic support, particularly for pupils who may not be making strong progress across the full range of achievement. At Ash Lea School, our intervention teacher works closely with individual pupils to raise attainment in specific areas, collaborating effectively with teachers to tailor support to meet each pupil's needs. Teaching Assistant Interventions EEF £7000	1,2



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

Budgeted cost: £25,240

Activity	Evidence that supports this approach	Challenge number(s) addressed
Family Liaison Officer (50% Contribution towards 4 days a week for full academic year)	The Education Endowment Foundation (EEF) has outlined key principles that can inform effective attendance strategies, including developing a holistic understanding of families and their unique needs, fostering strong communication with families, and delivering targeted interventions. In addition, closely monitoring pupils who are persistently absent, or at risk of becoming persistently absent, enables us to take a proactive approach in supporting families to prioritise attendance. Our Family Liaison Officer plays a key role in building positive relationships with families, providing support with an objective perspective, and connecting parents with external agencies when needed. Supporting attendance EEF £15,340	1,2
Curriculum trips Residential	Financial support is available for all families eligible for Free School Meals (FSM), as well as those with acute vulnerabilities, to ensure they can fully participate in trips and residential activities. ‘Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation’ (EEF) £6000	2,3



Individual pupil resources	Estimated £6000	3
All pupils can access a water-based learning activity.	Where appropriate, pupils can access weekly hydrotherapy sessions led by a qualified therapist. Additional PCA (1 day x 39) All pupils in school can access regular, and suitable water-based activities. £3900	3

Total budgeted cost: £ 38,090 (remainder £205)



Part B: Review of the previous academic year

Pupils and families have high quality support for wellbeing and attendance

Use of Funding

- Pupil Premium funding has contributed to strengthening the school's attendance support, including the role of the Family Support Worker (FSW) and enhanced monitoring systems. This ensures eligible pupils, particularly those facing barriers such as complex medical needs, anxiety, or emotionally based school refusal, are supported to attend school regularly.

Delivery of Support

- The FSW works closely with the Attendance Lead to provide responsive support to families and class teachers.
- The FSW makes referrals to social care where appropriate, ensuring pupils receive the necessary additional support.
- Enhanced attendance monitoring provides detailed insights into patterns of absence, enabling targeted interventions.

Pupil Attendance and Outcomes

- Whole-school attendance for Ash Lea in 2024–25 was 90.81%, rising to 92.09% when pupils with severe absence (2%) are excluded, compared with a national average of 87.1% for special schools.
- Pupils with attendance between 95–99.9% rose to 52%, the highest in a three-year period.
- The number of pupils attending less than 50% of the time reduced from 4% in 2022–23 to 2% over the past two years. Focused interventions are ongoing with these families to overcome barriers to attendance.
- Attendance for FSM pupils improved, with 24 pupils achieving 95–99.9% attendance, up from 16 in 2022–23, and 47% achieving over 90% attendance.
- Looked After Children attendance remains high, with no pupils falling below 85%.

Summary of Impact

- The targeted support from the Family Support Worker, combined with robust monitoring and collaboration with families, has led to sustained improvements in attendance. Pupil Premium funding has enabled the school to address barriers effectively, resulting in higher attendance rates for disadvantaged pupils and those with additional needs, which in turn supports learning engagement and overall wellbeing.

Pupils have additional support for wellbeing and regulation in preparation for learning

Use of Funding

- Pupil Premium funding supported the expansion and delivery of targeted wellbeing and therapeutic interventions to strengthen the school's mental health and



emotional support offer. This included additional ELSA provision, mental health partnerships, therapeutic services, and enrichment activities to build resilience, self-esteem, and confidence among eligible pupils.

Delivery of Support

- The school's Emotional Literacy Support Assistant (ELSA) currently provides one-to-one support to 15 pupils, with two more accessing group sessions. Provision was strengthened by extending the ELSA offer by half a day, employing an additional ELSA.
- Continued partnership with the Mental Health Support Team (MHST) ensures tailored mental health interventions, with a dedicated link worker collaborating closely with the ELSA team.
- Six pupils took part in the MHST NottAlone live event, benefiting from performances, workshops, and talks on wellbeing.
- The MHST link worker also delivered wellbeing workshops to Key Stage 3, 4, and 5, focusing on self-esteem, resilience, and transition.
- One pupil is working towards the peer-to-peer coaching award.
- The school achieved the Gold Mentally Healthy School Award, recognising its whole-school commitment to wellbeing.

Therapeutic and Enrichment Provision

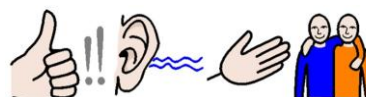
- Willow, the therapy dog, supported four classes this term and worked with one pupil individually.
- A music therapist continues to provide one day of provision each week, offering individual sessions to seven pupils.
- Forest School runs twice weekly and remains a highly valued initiative, consistently receiving positive feedback from pupils, parents, and staff.

Pupil Voice and Impact

- A pupil survey, conducted during Children's Mental Health Week, gathered responses from 39 pupils. Results will be reviewed by the School Council and Wellbeing Champion to inform next steps.
- 90% of pupils reported that they feel happy and safe at school, demonstrating the positive impact of the school's wellbeing provision.

Summary of Impact

- The expansion of ELSA provision strengthened partnerships with the MHST, and the integration of therapeutic and enrichment activities have had a measurable impact on pupil wellbeing. Pupils are developing greater resilience, self-esteem, and confidence, which in turn supports academic progress and engagement. The Gold Mentally Healthy School Award evidences the strength of this provision and the school's ongoing commitment to supporting the mental health and wellbeing of its pupils.



Ensure eligible pupils access appropriate one-to-one support in targeted areas

- **Use of Funding**

Pupil Premium funding was allocated to provide an intervention teacher for two days each week, with a focus on delivering one-to-one literacy and numeracy interventions. Pupils were referred by class teachers, who identified the targeted area of support such as reading comprehension, phonics, spelling, or number fluency. Intervention sessions were often linked to pupils' IEP targets to ensure support was aligned with wider learning goals.

Delivery of Support

- Sessions were delivered every Wednesday and Thursday in a calm, quiet environment, enabling pupils to focus without distraction.
- Teachers provided planning, while the intervention teacher supported pupils directly and recorded evidence of learning to inform future planning and assessment.
- Tailored, individualised sessions allowed gaps in learning to be identified and addressed promptly.

Pupil Engagement and Progress

- In 2024–25, 16 pupils accessed interventions.
- Progress was monitored through a range of assessments, including Little Wandle phonics assessments, reading fluency assessments, and Diagnostic Reading Analysis (with 15 pupils assessed in July 2025).
- During the school's recent Ofsted inspection, the intervention teacher contributed by listening to readers, further demonstrating the impact of the provision.

Wider Outcomes

- Pupils demonstrated improved confidence, resilience, and motivation as relationships with the intervention teacher were built and nurtured over time.
- The calm, supportive environment allowed pupils to “have a go” without fear of failure, strengthening self-esteem and independence.
- Trust developed through consistent support enabled pupils to better manage transitions and improve self-regulation.
- Praise, positivity, and personalised feedback directly contributed to progress, with a clear impact on classroom learning and overall engagement.

Summary of Impact

- This targeted intervention has led to measurable academic progress, improved self-belief, and greater readiness to learn. Pupil Premium funding has therefore had a direct and positive effect on both attainment and wellbeing for eligible pupils.

