

## Pupil premium strategy statement 2024-25

### School overview

Metric	Data
School name	Ash Lea School
Pupils in school	99
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	01.08.25
Statement authorised by	Kate Davies
Pupil premium lead	Luke Skillington
Governor lead	Chris Hankinson

### 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.

## Review: last year's aims and outcomes

Aim	Outcome
All pupils continue to make at least good progress in their Individual Education Plan	80% of pupils are making at least good progress in all their IEP targets, 18% of pupils made at least good progress in 3 or more of their targets and 2% made at least good progress in two or more of their targets.
All pupils have the individual resources needed to access the curriculum	
All pupils have their individual needs met by all teaching staff	
	All staff were able to access CPD opportunities which met the needs of their role. This included training specific to individual pupils, teaching and leadership.
	PP pupils have resources and equipment and resources which meet their individual needs and supports them to make progress in their individual targets or to access the curriculum. This includes sensory resources and additional staffing for offsite activities.
	Pupils have access to intervention teaching which targets personal areas to develop in maths and phonics. Pupils have access to mental health support to further develop their emotional literacy and support pupil regulation. Pupils have access to specialised sensory occupational therapy where needed including individual and whole school support.
All pupils can access extracurricular activities and residential visits (where appropriate)	All PP pupils were offered a residential in the final term. All pupils accessed a range of enrichment activities throughout the year.