

Pupil premium strategy statement – Ash Grove 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	117
Proportion (%) of pupil premium eligible pupils	73 (62%)
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)	2024-27
Date this statement was published	19.12.25
Date on which it will be reviewed	19.12.26
Statement authorised by	Dave Herbert
Pupil premium lead	Dave Herbert
Governor / Trustee lead	Vernon Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£77,750
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>	£77,750

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Reading ability
- Behaviour for Learning
- Communication
- Pupil wellbeing
- Personal development opportunities

Attendance at Ash Grove School is improving but remains below national average. Analysis has shown that schools with higher levels of pupil absence had lower performance among disadvantaged pupils than schools with otherwise similar characteristics.

Our approach focuses on relationships and readiness for learning alongside good quality teaching and pastoral support which targets areas that dis-advantaged pupils require most.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with a wellbeing offer and emotionally informed approach to support them develop pro-social behaviours by understanding, regulating their thoughts and emotions. Pupils are supported to develop wellbeing strategies and self-regulation skills to enable them to engage in learning and to access the community calmly and safely.

Our strategy will be driven by the needs and strengths of each young person. The evidence base for this will be summative and qualitative assessments, behaviour and reward data, case studies and EHCP reviews. The measure of impact will centre on achieving aspirational outcomes for all disadvantaged pupils including accreditation in line with their peers. This will help us to ensure that we offer them the relevant skills and experience they require.

Challenges

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

Challenge number	Detail of challenge
1	Poor literacy and reading fluency hamper access to every part of the curriculum, impact negatively on pupil self-esteem and limit a student's life experience.
2	Poor communication and understanding of emotions hamper access to every part of the curriculum and impact negatively on students SEMH needs.
3	A significant number of pupils have experienced adverse childhood experiences. This impacts their emotional wellbeing and ability to self-regulate leading to engagement needs that have an impacted on their readiness for learning.
4	Our disadvantaged pupils generally have fewer opportunities to develop socially and to engage in physical activity outside of the school. Some pupils eligible for pupil premium have limited social opportunities and they cannot take part in enrichment activities. Increased experiences will lead to greater engagement with the curriculum and more positive relationships in school.

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
To improve literacy and fluency in reading	Levels of progress in literacy and fluency in reading in line with their peers. All disadvantaged year 11 pupils to achieve their target accreditation in English.
Pupils can use/engage with a range of self-regulation and wellbeing strategies in order to develop pro-social behaviours.	Pupils identified as SEMH or with complex and challenging behaviour to meet their achievement and progress targeted outcomes. All pupils to engage with their individual passport, the wellbeing offer in the curriculum and the school rewards in line with the behaviour policy. Pupils to engage with external agencies (SALT and Sensory OT) to support identified needs in these areas.
To improve Pupil Premium attendance in line with peers	Pupil Premium attendance to be in line with None Pupil-Premium
To increase opportunities for offsite personal development experiences, enrichment and enhanced provision opportunities.	All pupils provided equal opportunities to access extended school provisions, offsite learning opportunities and educational visits to enhance the curriculum. Evidenced through case studies and conversations with pupils and their families.

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: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.</i>	Extensive research demonstrates that effective pastoral provision within schools is essential to help break down barriers to pupil engagement and success. The pastoral team will focus on tracking engagement, providing a programme of intervention and support.	3
<i>High quality schemes of learning available for English in KS3 and KS4, including engaging texts for pupils to access</i>	Reading is key to pupils accessing the curriculum and is a life skill that can lead to employment. The negative links from not being able to read need to be avoided.	1
The use of specialist outside agencies to support engagement through speaking and listening and interventions for sensory needs	SALT and Sensory OT experts used to assess needs of pupils and provide reports for staff and parents to follow.	2
The use of offsite provision for Personal Development curriculum days. Educational visits in line with schemes of learning and	Positive evaluation from students and staff built into the QA and review process to inform future planning.	4

rewards trips at the end of each half term.		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral, SEN, EHCP, SALT and Sensory OT intervention sessions funded to provide programmes of support</i>	<p>SEN/EHCP Statutory interventions to from pupils' EHCPs to support progress towards targets.</p> <p>Pastoral Talkabout is a structured programme for teaching and measuring social skills.</p> <p>Outside Agency Evidence from SALT and Sensory OT interventions shows increased speaking and listening skills as well as engagement through sensory sessions and interventions.</p>	2, 3

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

Budgeted cost: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Offsite Personal Development days provided.</i>	Extending the curriculum offer and offering physical sessions as well as prep for adulthood sessions has a positive impact on pupils behaviour for learning, engagement in school, personal wellbeing and mental health.	4
<i>Whole school celebration events for good punctuality and attendance</i>	Improvement in weekly attendance figures across the school, each site and per class.	1, 2, 3
<i>Taxi fares are subsidised for disadvantaged students to ensure they attend school on a regular basis.</i>	Attendance of pupils has reduced since school has moved sites to an area of Bury that does not have a metrolink station. Providing taxis for families will increase their attendance, readiness for learning and engagement.	1, 2, 3
<i>Provision of readiness for learning, enrichment and reward activities.</i>	Evidence suggests that rewards serve as positive reinforcement for a desired behaviours. Enrichment and opportunities to regulate behaviour mean that pupils are more likely to engage positively in their learning.	1, 2, 3

Total budgeted cost: £ 75,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Improved Engagement:

- Safeguarding Audit 24 highlighted students felt that reduced class sizes helped them focus on learning and building relationships. Students like that there is an individualised approach to meeting SEND needs.

Improved Pupil Behaviour:

- 9 pupils from Ash Grove were able to return to mainstream school and maintain their place there. This is a record number of pupils from this setting to do that.

Improved Accreditation:

- 84% of disadvantaged pupils achieved a GCSE in English
- 72% of disadvantaged pupils achieved a GCSE in Maths
- This increase in the range of qualifications offered resulted in an increase in the number of pupils achieving Entry Level qualifications.

Improved attendance

- Attendance decreased by 13% Extenuating factors involved in this: moving school sites, closing provision over health and safety concerns and limitations of the new school building only allowing for part time timetables for some pupils.

Improved reading ages

- 100% of students across a 6 month period have made gains in their reading age
- 50% of the cohort tested across 3-6 month period have made gains in their reading age

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
Speech and Language	Fran Davies
Sensory Occupational Therapy	Manchester Occupational Therapy

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.