

Pupil premium strategy statement – Ashmole Academy

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	1826
Proportion (%) of pupil premium eligible pupils	186/1306 = 14%
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)	2024-25 2025-26 2026-27
Date this statement was published	
Date on which it will be reviewed	July 2025
Statement authorised by	Mr Balbinder Dhinsa
Pupil premium lead	Mr Ciaran Costello
Governor / Trustee lead	TBC

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 154 350 (approx)
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>	£ 154 350

Part A: Pupil premium strategy plan

Statement of intent

Ashmole Academy believes that all pupils in our care, with the right support, can and will be academically and socially successful, regardless of their background.

The school's ultimate objective for those pupils categorised as disadvantaged is that the progress they make throughout their time in the school is in line with their peers who are not considered as being disadvantaged.

This strategy outlines our school's use of the Pupil Premium (PP) grant for the 2024 to 2025 academic year to achieve this objective as well as broad intentions for the following two years and a review of the effect of last year's spending within our school.

At present, to achieve this comprehensive objective, the school is working towards the following priorities:

- Support PP students who are lower prior attainers by ensuring that the PP First strategy is embedded by all teachers to regularly check the understanding of these students in the lesson and provide them with live written feedback.
- Provide ongoing CPD to ensure high quality teaching for all learners, to include, modelling and scaffolding techniques as well as methods for giving live feedback to support disadvantaged learners with their out of class learning.
- Improve attainment of year 11 pupil premium pupils and in particular for at least 50% of the cohort to achieve 5+ in their English and Maths GCSEs.
- Eliminate the risk of pupils eligible for the pupil premium becoming NEET.
- Improve the reading ages and maths scores of pupils eligible for pupil premium to increase performance in English and mathematics, but also the ability of pupils to successfully access the broad curriculum.
- Improve the attendance of pupils eligible for the pupil premium.
- To further progress the school's wider extra curricular programme that targets pupils eligible for pupil premium in order to develop the characteristics of self-confidence and determination and the cultural capital of those pupils.

We will do this by using our PP funding to improve outcomes for all our pupils, whilst ensuring that it is targeted at eligible pupils wherever practicable and appropriate.

Challenges

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

Challenge number	Detail of challenge
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1 (4)	Poor literacy and numeracy skills. Our assessment data indicates that PP pupils have generally lower numeracy and literacy knowledge and skills than their non-PP peers which persists from year 7 to the gap in performance at GCSE in year 11.
2 (5)	Reduced metacognition and understanding of independent learning approaches. Discussions, assessments and observations indicate that PP pupils underperform in assessments because they are less able to structure their independent learning and do not always have a quiet place to study at home.
3 (1)	Poor attendance and persistent absence. Our data indicates that the proportion of PP pupils who are either persistently absent or who do not have good attendance to school is greater than the proportion of non-PP pupils.
4 (2)	Social, emotional and behavioural needs. Lower levels of self regulation and subsequent poor learning behaviours are more likely to be displayed by PP pupils.
5 (3)	Less access to, and love of, reading material. Assessments, observations and discussions indicate that PP pupils are less likely to be regular readers. This impacts their progress in all subjects.
6	Less able to afford school resources, pay for trips or clubs and academic tutoring outside of 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
Improved academic performance (1, 2 and 6)	For the progress gap between PP and non-PP pupils to continue to close each year of this strategy plan. 50% Eng & maths 5+ for PP cohort & A8 of 50 for PP cohort (same as national average for non-PP).
Improved reading ages (1 and 5)	For the mid and end of year reading age tests for PP pupils to demonstrate an improvement in reading ages.
Improved attendance (3)	The proportion of PP pupils who are persistently absent or do not have good attendance to be inline with non-PP pupils.
Improved behaviour for learning (4)	For behaviour log records to demonstrate a decline in the number of recorded incidents and an increase in achievement points for pupil premium pupils
Increased post-16 opportunities for PP pupils (1-5)	Greater proportion of PP pupils entering our sixth form. All PP pupils going on to appropriate post-16 courses.
Improved access to extracurricular opportunities and trips for PP pupils (6)	Equal proportion of PP and non PP-pupils involved Extracurricular and on trips (6)

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: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to improve the consistency of high quality teaching through regular whole staff training as well as our INSET and Breakfast Club staff training programme with a particular focus on feedback, effective explanations and adaptive teaching	Research from the NFER shows that high quality teaching can add a whole year to a pupil's progress. Evidence Based Education's "Great Teaching Toolkit Evidence Review" highlights the importance of teacher explanations. EEF Toolkit's findings on feedback. Fletcher-Wood 2018 on responsive teaching.	1 and 2
Year 11 pupils who are targeted to achieve at least a grade 5 in both English and Maths will have an additional English or Maths teacher in their lessons to support them. This teacher will check their understanding, scaffold work, model an example and live mark. Other subjects will also use available teachers and TAs to provide in class support where possible.	Evidence on feedback and in class grouping from the EEF toolkit.	1, 2 and 4
PP First strategy implemented consistently in all lessons to raise awareness and support tracking and monitoring of PP pupils. Termly PP focussed faculty meetings, learning walks and staff training.	Knowing the PP pupils in a class can help the teacher direct their questioning to improve pupil participation.	1, 2, 3 and 4

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

Budgeted cost: £ 10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Academic peer tutoring - year 11 All Y11 PP pupils will be allocated a Year 12 subject mentor. One to one tutoring session will take place during morning registration to help pupils with examination techniques.	EEF Toolkit's findings on peer tutoring.	1 and 2
Literacy coordinator to provide year 12 reading buddies to support pupils in KS3 and KS4 with low reading ages and to run more intensive small group reading support for pupils in KS3 and KS4 with especially low reading ages.	In house evidence of pupils' reading, confidence and access to the wider curriculum. EEF Toolkit's findings on academic peer tutoring and small group interventions.	1 and 5
Additional English and Maths support in lessons for pupil premium pupils in year 7 and year 8 who have low literacy skills and numeracy skills. If teaching allocations allow, this will be expanded into year 9 and then into year 10 over the next two years.	EEF Toolkit's findings on small group tuition.	1 and 5
2x 6 week programme of one to one English and Maths tutoring for year 10 and year 11 pupils in the run up to their mocks and final exams.	In house evidence showing progress of pupils eligible for pupil premium in previous academic years EEF Toolkit's findings on one to one tuition. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	1, 2 and 6

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

Budgeted cost: £ 45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring programme for PP pupils (PP Focus weeks) within each year group to identify next steps needed to improve attendance.	The DfE's "Working together to improve school attendance" guidance highlights the importance of a whole school culture that promotes attendance. Effective monitoring and support will help target pupils with poor attendance.	3
PP Focus week per term - pastoral teams to meet all PP pupils at least once per term to help with organisation, study skills	Research on SEL interventions from the EEF toolkit.	3 and 4

and provide emotional support.		
Fortnightly Y11 mentoring sessions for all PP students with a senior member of staff to support them with their GCSE preparation and Post 16 choices	Research on mentoring from the EEF toolkit.	3, 4, 5 and 6
Careers advisor to provide careers advice for both Year 10 and Year 11 pupil premium pupils to facilitate work related learning opportunities	Gatsby Benchmarks	2
Extra Curricular and PP Lead to monitor and evaluate the impact of wider curricular programme	EEF toolkit evidence on Physical Activity and Arts Participation shows the benefits for core academic attainment in other areas of the curriculum particularly literacy and mathematics.	6
The Duke of Edinburgh programme for pupils eligible for pupil premium in Y9 and Yr10	EEF toolkit evidence on Physical Activity shows the benefits of physical activity for core academic attainment particularly literacy and mathematics.	6
Subsidised trips for pupil premium pupils	EEF toolkit evidence on extending school time shows enrichment activities without a specific focus on learning can have an impact on attainment	6
Subsidised music lessons for pupil premium pupils	EEF toolkit evidence on Arts Participation shows the benefits of arts participation for core academic attainment particularly literacy and mathematics.	6
Laptops/devices for pupil premium pupils	EEF guidance report on Using Digital Technology to improve learning	2 and 6
Revision guides and resources for pupil premium pupils from year 7 to 11	Targeted interventions and resources to meet the specific needs of disadvantaged pupils as per the EEF's Special Educational Needs in Mainstream Schools guidance document	2 and 6
Contingency fund for specific interventions	N/A	6

Total budgeted cost: £ 155,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Note that the school continues to face the ongoing impact of the COVID-19 pandemic and the outcomes achieved by our non-disadvantaged pupils and disadvantaged pupils were affected differently.

GCSE Results

- For 2023-2024 outcomes to continue to close the progress gap between pupil premium and non-pupil premium pupils.

English & maths % at grade 4+

	PP	non-PP	Gap	all
Ashmole Academy	72	90	-21	88
Local (Barnet)	64	85	-21	80
National	44	73	-29	65

English & maths % at grade 5+

	PP	non-PP	Gap	all
Ashmole Academy	38	82	-44	78
Local (Barnet)	45	73	-28	67
National	26	53	-27	46

Progress 8

	PP	non-PP	Gap	all
Ashmole Academy	0.34	tbc	tbc	0.85
Local (Barnet)	0.16	0.77	-0.61	0.61
National	-0.57	0.16	-0.73	-0.03

Attainment 8

	PP	non-PP	Gap	all
Ashmole Academy	46	63	-17	62
Local (Barnet)	45	61	-16	57
National	35	50	-15	46

The progress 8 score of our PP GCSE cohort was very good at 0.34 compared with 0.16 locally and -0.57 nationally. The attainment 8 score was 46 which is close to the national average for non PP pupils which shows good progress of our disadvantaged students. These figures were also inline or better than our PP cohort last year (P8 0.27, A8 46).

The percentage of PP pupils achieving at least a grade 5 in English and Maths was lower this year than in 2022-23 (50%). There was also an increase in the gap from 2022-23 between PP and non-PP pupils (30% to 44%). This intended outcome of our strategy plan was not met. However the percentage of PP pupils achieving at least a grade 4 in English and Maths was inline with local figures and better than national figures and 56% of the PP cohort were entered for EBacc which was significantly higher than the national average for PP students (28.6%) and for non PP students (44.7%).

Attendance

- Numbers of pupils who are eligible for the pupil premium and persistently absent to have reduced from the 2022-2023 academic year and overall attendance of this group to have improved

	Overall Attendance		Persistently Absent	
	PP	non-PP	PP	non-PP
2022/23	91.8%	94.1%	29%	14%
2023/24	92.4%	95.0%	17%	10%

The overall attendance figures for the school were better in 2023-24 than in 2022-23 for both PP and non-PP pupils however the gap between PP and non-PP pupils was slightly larger (2.6% up from 2.3%). The percentage of PP pupils persistently absent (below 90% attendance) was significantly lower this year at 17% compared to 29% last year and the gap between PP and non-PP pupils reduced to 7% from 15%. Overall this shows our attendance target was achieved though we are still aiming to improve the attendance figures of our PP pupils further and reduce the gap.

Literacy

- For the mid and end of year reading age tests for Pupil Premium pupils to demonstrate an improvement in reading ages

Our reading age test data shows that the reading ages of our PP pupils have increased by 3y and 4m on average over the last year and the gap between our PP and non-PP pupils has reduced from 1y and 6m to 1y and 4m. This intended outcome has therefore been met though we are still aiming to reduce the gap further.

Behaviour and Achievements

- For behaviour log records to demonstrate a decline in the number of recorded incidents and an increase in achievement points for pupil premium pupils

PP pupils accounted for:

- 24% of behaviour points (25% in 2022-23)
- 14% of achievement points (12% in 2022-23)

The data shows that PP pupils are achieving an expected proportion of the achievement points awarded; and the number of behaviour points was a reduction from 2022-23. We will continue to monitor behaviour incidents to reduce this further.

Mastery

The introduction of a Mastery programme to support PP pupils in Year 7 and Year 8 who were below the expected level in English and Maths proved successful and progress was seen for these students in comparison between their Spring and Summer assessments.

Spring to Summer Summative Assessment Progress:

Y8 English

Non PP: +0.19 grades

Mastery Y8 class: +1.2 grades

Y8 Maths

Non PP: +0.15 grades

Mastery class A: +0.75 grades

Mastery class B: -1.3 grades

Mastery class B's lessons were affected by timetable changes and staff absence so they only had one session.

Y7 English

Non PP: +0.01 grades

Mastery Y7 class: +0.25 grades

Y7 Maths

Non PP: -0.64 grades

Mastery Y7 class: -0.40 grades

Additional Information

Our review shows that pupil engagement for disadvantaged pupils has improved with a high percentage of Year 11 and Year 10 pupils attending after school tutoring sessions throughout the year.

11 year 11 pupils out of a targeted 13 regularly attended tutoring in Maths and improvements were seen from the majority of pupils from their Mocks to their final GCSE grade.

6 improved by 1 grade

3 improved by 2 grades

1 remained a grade 6

1 went down by 2 grades

7 year 11 pupils out of a targeted 10 regularly attended tutoring in English and improvements were seen from the majority of pupils from their Mocks to their final GCSE grade.

3 improved by 1 grade

1 improved by 3 grades

2 remained a grade 4

1 went down by 1 grade

Student voice feedback surveys showed that pupils were overwhelmingly positive about this tutoring and our Easter revision programme.

Pupils are accessing a wider range of support, resources and activities which includes both academic and non academic support and our Pupil Premium Lead is liaising with parents and teachers to ensure effective home / school communication for the needs of individual children.

In terms of extracurricular, All UK trips from Y7-10 had a higher percentage of PP pupils attending than the percentage of PP pupils in the school (i.e. overrepresentation of PP pupils on these trips). One trip was also organised free of charge specifically for all PP pupils in year 9 and year 10.

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
N/A	

Service pupil premium funding (optional)

<p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p>
<p>The impact of that spending on service pupil premium eligible pupils</p>

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.