

Pupil premium strategy statement – Ashmole Academy

2025-2026 / 2026-2027 / 2027-2028

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	1773
Proportion (%) of pupil premium eligible pupils	12%
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)	2025-2026 2026-2027 2027-2028
Date this statement was published	15th December 2025
Date on which it will be reviewed	30th September 2026
Statement authorised by	Mr Balbinder Dhinsa Head Teacher
Pupil premium lead	Matt Watton Assistant Headteacher
Governor / Trustee lead	Mr Marino Onissi Parent Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£264,835
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£264,835

Part A: Pupil premium strategy plan

Statement of intent

At Ashmole Academy, we are committed to our motto of excellence, aspiration and care for all pupils.

We believe that every child, regardless of background, can succeed and enjoy coming to our school. Low family income will never prevent a child from accessing our learning opportunities or wider school activities.

We take an active approach to understanding the many specific challenges faced by our disadvantaged students, beyond those captured in the Pupil Premium measure, as we strive to mitigate the impact of social and economic disadvantage and support every student to achieve and thrive.

Our ultimate objective for those students categorised as disadvantaged is to achieve high academic outcomes and make progress in line with their non-disadvantaged peers, and to feel a strong sense of belonging within the Ashmole community.

We actively seek to understand the strengths, needs and additional challenges faced by our disadvantaged and vulnerable students, including those who are LAC or PLAC, those who have a social worker and those who are young carers. This understanding informs our tiered strategy, which as recommended by the EEF, focuses on effective inclusive teaching, targeted academic support and wider strategies, informed by the best reliable research evidence. These strategic areas are a continued focus with specific actions within each area being reviewed and updated annually.

The activity we have outlined in this statement is underpinned by our Trust Inclusion and Belonging Framework, which is intended to support the needs of all students, regardless of whether they are disadvantaged or not.

Key principles are:

- Our whole school ethos of inclusion, belonging and high expectations for all
- A common approach to 'know your learners', empowering staff to take responsibility for disadvantaged pupils' outcomes and wellbeing
- Early interventions based on assessment and needs

Challenges

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

Challenge number	Detail of challenge
1	Raising attainment and progress for disadvantaged students Disadvantaged pupils' attainment and progress outcomes remain below those of non-disadvantaged pupils, both locally and nationally. This gap is evident in key performance measures including Attainment 8, Progress 8 and the proportion achieving Grade 5+ in English and Maths.

	Closing this gap and ensuring disadvantaged students make strong progress across all subjects remains a key challenge.
2	<p>Securing strong foundations for disadvantaged students with low literacy and numeracy on entry</p> <p>A proportion of disadvantaged students enter Ashmole Academy with below age-related expectations in literacy and numeracy. This is a barrier to accessing the full curriculum and may prevent students from making expected progress across subjects</p> <p>Securing strong foundations in reading, writing, and mathematics is a key challenge, essential to ensuring these students make strong progress and keep up with their peers.</p>
3	<p>Ensuring full enrichment access for disadvantaged students</p> <p>National research from the Social Mobility Commission* and Education Policy Institute** shows that young people from disadvantaged backgrounds are less likely to participate in extracurricular activities such as clubs, trips, and student voice, limiting their access to cultural capital, personal development, and key social skills.</p> <p>A key challenge is to identify and remove any barriers that may restrict our disadvantaged students' engagement in enrichment activities at Ashmole Academy, ensuring they can fully benefit from our extra-curricular offer, participate in all aspects of school life, and engage fully with the wider curriculum, therefore building confidence, self-esteem and social inclusion.</p> <p><small>* Research and analysis An unequal playing field: extra-curricular activities, soft skills and social mobility. Published 19 July 2019</small></p> <p><small>** Access to extra-curricular provision and the association with outcomes. Education Policy Institute. 2024</small></p>
4	<p>Promoting SEMH, wellbeing, and belonging for disadvantaged students</p> <p>A small but significant proportion of disadvantaged students at Ashmole Academy have increased social, emotional, and mental health needs that can impact their engagement, attendance, and academic progress. This is evidenced by our specialist support, including referrals to external agencies and internal behaviour data. A key challenge is to provide timely, targeted support that promotes wellbeing, resilience, and a strong sense of belonging, ensuring these students can fully access the curriculum, achieve and thrive at school.</p>

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 Disadvantaged students achieve high attainment outcomes and make progress in line with or exceeding national non-disadvantaged students.	<ul style="list-style-type: none"> Disadvantaged students achieve an Attainment 8 score exceeding 50.3, the national average for non-disadvantaged students in 2025. Disadvantaged students achieve a Progress 8 score above +0.16, exceeding the national

<p>The internal attainment and progress gap between disadvantaged and non-disadvantaged students is closed across cohorts and key stages.</p>	<p>average for non-disadvantaged students in 2024.</p> <ul style="list-style-type: none"> • The proportion of disadvantaged students achieving Grade 5 or above in English and Maths exceeds 52.8%, matching or exceeding the national average for non-disadvantaged students in 2025. • Internal gaps reduce year on year, with the aim of closing completely across all cohorts.
<p>2</p> <p>Disadvantaged students with low literacy and numeracy on entry secure strong foundational skills in reading, writing, and mathematics, enabling them to access the full curriculum, make strong progress, and keep up with their peers.</p>	<ul style="list-style-type: none"> • Reading: Data, including Reading Age tests show students have reached age-related expectations. • Writing: Internal assessments show improvements in writing and demonstrate students can write effectively across the curriculum • Mathematics: Internal assessments show students have achieved expected levels in mathematics.
<p>3</p> <p>Disadvantaged students have equitable access to all enrichment opportunities. Participation in clubs, trips, student leadership, and student voice enables them to develop cultural capital, personal and social skills.</p>	<ul style="list-style-type: none"> • Participation registers and PP trackers show that disadvantaged students are actively engaged in enrichment opportunities, including clubs, instrumental/singing lessons, trips, student leadership, and student voice committees. • Barriers to participation (financial, practical, or confidence-related) are identified and removed, ensuring equitable access for all disadvantaged students. • Participation leads to development of cultural capital and personal and social skills, as evidenced by student voice feedback and school evaluations.
<p>4</p> <p>Disadvantaged students with social, emotional, and mental health (SEMH) needs are identified early and receive timely, targeted support. As a result, they demonstrate high levels of wellbeing and resilience, maintain high attendance in line with their peers, feel a strong sense of belonging, and achieve and thrive at Ashmole Academy</p>	<ul style="list-style-type: none"> • Early identification: Disadvantaged students with SEMH needs are identified early through Belonging Mentoring, Personal Tutors, and pastoral referrals from subject teachers. • Targeted support: Students receive timely and appropriate interventions, including pastoral support, counselling, mentoring, or external agency input. • Wellbeing and attendance: Disadvantaged students demonstrate high levels of wellbeing and resilience and maintain attendance in line with their non-disadvantaged peers, enabling

	<p>them to fully engage with school life and achieve their potential.</p> <ul style="list-style-type: none"> • Behaviour and rewards: Behaviour data demonstrates that disadvantaged students engage positively, demonstrate the Ashmole Values, and experience success, supporting their full participation, belonging and achievement in school.
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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: £ 160,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Sustaining high-quality, inclusive teaching throughout the school in all subjects.</p> <ul style="list-style-type: none"> • Deliver ongoing CPD on evidence informed strategies via: <ul style="list-style-type: none"> - Teaching & Learning INSET - Breakfast Training Programmes - Subject-specific pedagogy training during Faculty Meetings • Align all CPD with Ashmole Teaching & Learning Pillars and the Ashmole Inclusive Classroom Framework. • Implement “Know Your Learners Weeks” during the school calendar, ensuring all teachers have time to identify disadvantaged students in their classes, understand potential barriers, and develop and review strategies to address barriers and promote success in lesson planning, seating plans and context sheets as well as with adaptive teaching in lessons <p>Impact will be monitored via lesson observations, learning walks,</p>	<p>Research indicates that high-quality inclusive teaching is the most effective way to improve attainment, particularly for socio-economically disadvantaged students.</p> <p>Evidence-based strategies include modelling and scaffolding, effective explanations, feedback, deliberate practice, retrieval and adaptive teaching to meet students’ needs.</p> <p>Sources:</p> <ul style="list-style-type: none"> • Education Endowment Foundation (EEF) Teaching & Learning Toolkit: High-quality teaching has the greatest impact on disadvantaged learners • Evidence-Based Education: Great Teaching Toolkit • Principles of Instruction and Research-Based Strategies (Rosenshine) 	1, 2

<p>student voice, assessment data and reviews of student work.</p>		
<p>Embedding Personal Development lessons</p> <p>Embed the 25-minute Personal Development lesson as Lesson 1 daily for all year groups.</p> <p>Lessons cover:</p> <ul style="list-style-type: none"> • Student leadership and student voice • Oracy presentations • PSHE topics • Belonging and wellbeing sessions <p>Impact will be monitored by:</p> <ul style="list-style-type: none"> - lesson visits - student voice - quality of oracy presentations 	<ul style="list-style-type: none"> • Cultural enrichment and personal development are identified as key factors in supporting disadvantaged pupils’ engagement and achievement (DfE Research Report, Understanding Successful Approaches to Supporting the Most Academically Able Disadvantaged Pupils, Nov 2018). • Developing oracy and life skills is highlighted by the Sutton Trust as necessary for improving confidence, communication, and broader academic outcomes (Sutton Trust, Life Lessons, 2024). • The PSHE Association’s literature review (Barnard, Carey, Regan, Seth & Sharma, 2017) highlights that PSHE has a positive impact on academic attainment. 	<p>3, 4</p>
<p>Developing Vocabulary, Disciplinary Literacy, and Oracy to enhance learning across the curriculum</p> <p>Impact will be monitored by:</p> <ul style="list-style-type: none"> - lesson visits and observations to ensure vocabulary, disciplinary literacy, and oracy strategies are being applied consistently across subjects, such as students writing key words in green pen towards the start of the lesson and using the key words as part of classroom talk - student work and assessments demonstrating accurate use of subject-specific terminology - student voice feedback indicating increased confidence and skill in communicating within their subject areas. 	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) “Improving Literacy in Secondary Schools” guidance • Building Children’s Vocabulary at Home & School (The Oxford Language Report) 	<p>1, 2, 4</p>
<p>Curriculum Pathways to Secure Strong Foundations</p> <p>Curriculum adjustments are carefully planned to provide additional targeted support for students with</p>	<ul style="list-style-type: none"> • The guidance from the Education Endowment Foundation (EEF) on “Improving Literacy in Secondary Schools” 	<p>1, 2</p>

<p>the highest needs, enabling them to address gaps in knowledge and keep up with their peers.</p> <ul style="list-style-type: none"> • Aspire Curriculum Y7: Students receive additional targeted input in reading, writing, maths, to secure strong foundational skills and address gaps in learning. • Functional Skills Pathway (KS4): Students gain an additional qualification in English, maths, and digital skills, supporting progress in GCSE English and maths while developing practical literacy and numeracy skills. <p>Impact will be monitored by student progress data in reading, English, maths, internal assessments demonstrating closing of gaps, and tracking qualifications achieved on the Functional Skills Pathway.</p>	<ul style="list-style-type: none"> • The EEF's "Improving Mathematics in Key Stages 2 and 3" evidence review. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 30,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Peer Tutoring Programmes</p> <p>Structured peer tutoring programmes pairing trained older students with disadvantaged students to reinforce curriculum knowledge, support deliberate practice and retrieval.</p> <p>Programmes include but are not limited to:</p> <ul style="list-style-type: none"> • Reading Buddies • Y9 Maths • Y11 Maths • Y11 English 	<ul style="list-style-type: none"> • The EEF Teaching & Learning Toolkit identifies peer tutoring as a high-impact strategy for very low cost based on extensive evidence. 	1, 2, 4

<p>Individual and small group tutoring</p> <p>Provide targeted one-to-one tuition to improve the literacy and attainment of disadvantaged students, delivered by trained teaching staff. Sessions are additional to the standard curriculum, addressing gaps in knowledge, strengthening foundational skills such as reading fluency, and building confidence.</p> <p>Tuition may take place after school or during holiday periods to maximise support.</p>	<ul style="list-style-type: none"> • According to the Education Endowment Foundation (EEF) Teaching & Learning Toolkit, one-to-one tuition can lead to an average of +5 months' additional progress for pupils when used as targeted support for those with low prior attainment. 	<p>1, 2</p>
<p>Providing Academic Resources</p> <p>Provide disadvantaged students with essential academic resources, including revision guides, workbooks, stationery, calculators, and other learning materials to support independent study and completion of curriculum tasks. Resources are modelled and targeted to students who need them most to access the curriculum fully, consolidate learning, and improve attainment.</p>	<ul style="list-style-type: none"> • Although direct research on provision of physical resources (like calculators or workbooks) is limited, the Sutton Trust's work* demonstrates that disadvantaged pupils often have less support with homework and out-of-school study than their peers. <p>*Sutton Trust: Poorer pupils get less homework help 2017</p> <p>By providing essential academic resources we help to bridge this resource gap, enabling disadvantaged students to engage more effectively in independent study and improve attainment.</p>	<p>1, 2</p>
<p>Impact will be monitored through internal assessments, tutor feedback, student feedback, and progress tracking, ensuring disadvantaged students make strong progress, address gaps in learning, and develop confidence and resilience.</p>		

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

Budgeted cost: £ 75,000 approx

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring Programmes</p> <ul style="list-style-type: none"> • Trained teaching or pastoral staff provide one-to-one mentoring to disadvantaged students. • Mentoring sessions are tailored to each student's individual needs and may focus on academic guidance, goal setting, study skills, personal development, organisation, emotional support, attendance, positive mental health, careers, university applications or self-regulation strategies • Some mentoring programmes are designed to identify learning needs and any barriers to success, including access to enrichment opportunities, and to support students in engaging with all six areas of the Belonging and Inclusion Framework. • All mentoring programmes aim to build confidence, resilience, engagement, and attainment, enabling students to thrive academically, socially, and personally, and to raise aspirations for future achievement. <p>Programmes include but are not limited to:</p> <ul style="list-style-type: none"> • Enhanced Y11 Mentoring • Futures Mentoring for Y12/Y13 • Belonging Mentoring • Pastoral Mentoring • Behaviour Mentoring 	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) Teaching & Learning Toolkit indicates that mentoring programmes may be more beneficial for pupils from disadvantaged backgrounds. 	1,3,4
<p>Peer Resilience Mentoring</p> <ul style="list-style-type: none"> • Disadvantaged students are paired with trained peer mentors in 	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) Teaching & Learning Toolkit indicates that mentoring programmes may be 	1, 4

<p>Year 12 who are role models and provide personal guidance, support and encouragement.</p> <ul style="list-style-type: none"> • Sessions focus on helping mentees develop confidence, navigate challenges and build resilience. • Mentoring is targeted at students who may benefit from additional support to develop social and emotional skills and improve their attendance 	<p>beneficial for pupils from disadvantaged backgrounds.</p>	
<p>Subsidised Music Lessons</p> <p>Disadvantaged students are offered a free taster instrumental or vocal lesson to explore their interest in music.</p> <p>Students who wish to continue can access lessons at up to 50% subsidised cost, ensuring financial barriers do not limit participation.</p>	<ul style="list-style-type: none"> • The Education Endowment Foundation (EEF) Teaching & Learning Toolkit indicates there is intrinsic value in teaching pupils creative and performance skills and ensuring disadvantaged pupils access a rich and stimulating arts education. 	<p>3,4</p>
<p>Subsidised Trips and Activities</p> <p>Disadvantaged students are provided with financial support to participate in school trips, residential visits, and enrichment activities that may otherwise be unaffordable.</p>	<ul style="list-style-type: none"> • National research from the Social Mobility Commission* and Education Policy Institute** shows that disadvantaged pupils are less likely to participate in extracurricular activities and trips, which can limit cultural capital, personal development, and social skills. <p><small>* Research and analysis An unequal playing field: extra-curricular activities, soft skills and social mobility. Published 19 July 2019</small></p> <p><small>** Access to extra-curricular provision and the association with outcomes. Education Policy Institute. 2024</small></p> <ul style="list-style-type: none"> • The DfE's Research report: <i>Research to understand successful approaches to supporting the most academically able disadvantaged pupils</i> (November 2018) highlights the removal of financial barriers as a core area of focus. 	<p>1,3,4</p>
<p>Impact will be monitored through, student feedback, mentoring records, and observations, ensuring disadvantaged students are engaging fully, developing skills, and benefiting from enrichment and support.</p>		

Total budgeted cost: £ 260,000

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 – intended outcomes

- For 2024-2025 outcomes to continue to close the progress gap between PP and non-PP pupils. 50% Eng & maths 5+ for PP cohort & A8 of 50 for PP cohort (same as national average for non-PP).

English & maths % at grade 4+

	PP	non-PP	Gap	all
Ashmole Academy	75	90	-15	88
Local (Barnet)	61	84	-23	78
National	44	73	-29	65

English & maths % at grade 5+

	PP	non-PP	Gap	all
Ashmole Academy	43	73	-30	69
Local (Barnet)	42	70	-28	63
National	26	53	-27	45

Progress 8 N/A - No KS2 SATs

Attainment 8

	PP	non-PP	Gap	all
Ashmole Academy	47	61	-14	59
Local (Barnet)	45	61	-16	57
National	35	50	-15	46

The attainment 8 score of our PP cohort was 47 which is a small improvement on 2023-24 (46) and better than local and national figures. It is also better than the national average for all pupils which shows good progress of our disadvantaged students.

The percentage of PP pupils achieving at least a grade 5 in English and Maths was higher this year than in 2023-24 (43% compared to 38%). There was also a large decrease in the gap from 2023-24 between PP and non-PP pupils (30% down from 44%). This intended outcome of our strategy plan was met.

The percentage of PP pupils achieving at least a grade 4 in English and Maths also showed improvement and was better than local figures for disadvantaged pupils and better than national figures for non-disadvantaged pupils. 59% of the PP cohort were entered for EBacc which was significantly higher than the national average for PP pupils (29.0%) and for non PP pupils (45.0%).

Attendance – intended outcome

- The proportion of PP pupils who are persistently absent or do not have good attendance to be in line with non-PP pupils.

	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%
2024/25	92.7%	95.1%	26%	10%

The overall attendance figures for the school were better in 2024-25 than in 2023-24 for both PP and non-PP pupils and the gap between PP and non-PP pupils got smaller, so progress was made towards achieving this target. The percentage of PP pupils persistently absent (below 90% attendance) increased to 26% after last year’s reduction so more work needs to be done in this area.

Literacy - intended outcome

- 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 – intended outcome

- 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:

- 23% of behaviour points (24% in 2023-24 and 25% in 2022-23)
- 14% of achievement points (14% in 2022-23 and 12% in 2022-23)

The data shows that PP pupils are achieving a slightly greater than expected proportion of the total achievement points; and the proportion of behaviour points has reduced again but continues to remain above the expected proportion. We will continue to monitor behaviour incidents to reduce this further.

Mastery

Our bespoke English and Maths Mastery support for year 7 and 8, which led to good progress in 2022-23 hit a number of barriers in 2023-24 including staffing challenges in English and the impact on small classes in Maths when these pupils were taken out. As a result, the programme stalled and was then dropped to be replaced by a new Aspire programme for this academic year.

Academic Tutoring

All year 11 PP pupils who achieved a grade 5 or lower in their end of year 10 Maths and or English exam were offered 1 to 3 after school Maths and or English tutoring by our own teachers. This ran for 8 weeks prior to the year 11 mocks.

Maths Average attendance = 53%.

Average Maths comparison of EOY10 to Mock grade = -0.13 grades

English Average attendance = 45%.

English comparison of EOY10 to mock grade = +0.50 grades

From this data it was clear that the Maths and English tutoring had not been effective so a new approach was undertaken whereby an external provider called MyTutor was engaged to provide online tutoring post-mocks.

Maths Average attendance = 54%. (Though this dropped from 66% before Easter to 35% after Easter)

Maths comparison of mock to GCSE grade = +0.00 grades

English Average attendance = 42%. (Though this dropped from 60% before Easter to 26% after Easter)

English comparison of mock to GCSE grade = +0.23 grades

Average MyTutor engagement was 82% and students reported a 67% increase in their confidence.

Overall student feedback was positive about all of the support offered to them, including MyTutor. The drop off in attendance to MyTutor after Easter was due to competing priorities such as NEA deadlines, exams for other subjects (e.g. speaking exams) and revision sessions for other subjects. However, there was ultimately no correlation between MyTutor attendance and grade improvements in English or Maths.

Given its high cost, MyTutor did not offer sufficient value for money for it to be worth continuing with next year so instead we are launching a programme of paid peer tutoring by our year 13 pupils.

Additional Information

The majority of all UK trips in 2023-24 had the same or a higher percentage of PP pupils attending than the percentage of PP pupils in the school (13%).

There was a significant increase in the number of PP pupils taking music lessons after wider advertisement of the 50% discount available to them.

Autumn term: 12 pupils funded (4 last year)

Spring term: 14 pupils funded (4 last year)

Summer term: 14 pupils funded (3 last year)

The Pupil Premium team also coordinated throughout the year with teachers, parents and Heads of Year to purchase or loan a wide range of learning materials for PP pupils that needed it. This included but was not limited to art packs, highlighters, flashcards, calculators, textbooks, revision guides, reading books, cooking ingredients, lanyards, laptops.

Pupil Premium funding was used to commission Educational Psychologist assessments for students identified as needing additional specialist support.

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
	MyTutor
	Academy21

Service pupil premium funding (optional)

*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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Ashmole Trust Inclusion and Belonging Vision Statement

At Ashmole Trust, we believe that inclusion and belonging are the bedrock of learning and growing. Our values of excellence, aspiration, care, and partnership guide our work in developing a community where every child, young person, and adult in our care feels visible, heard and valued. We hold high aspirations for all, nurturing aspirations and resilience, whilst removing barriers to success. With care and compassion, we support wellbeing and celebrate differences. Partnering with families, staff, and the wider community, we develop safe, equitable, and empowering learning spaces where everyone belongs, achieves and thrives.

Our Five Commitments to Inclusion and Belonging

1. Leadership commitment
2. Inclusive curriculum and representation
3. Student voice and belonging
4. Staff inclusion and belonging
5. Inclusive policies, practice and partnership

Excellence		Aspiration		Care	
Academic	Personal Development	Enrichment	Aspiration, Careers and Pathways	Well-Being	Family Community Engagement
What we mean All students receive the teaching, resources, and interventions they need to achieve highly. Learning barriers are identified early and support is equitable, not identical.	What we mean Pupils develop confidence, character, and resilience. They understand values, respect difference, and contribute positively to their community.	What we mean Every child experiences opportunities that broaden horizons and connect learning to the wider world. Financial disadvantage should never be a barrier.	What we mean All students have high aspirations and know the routes open to them. Careers education builds ambition and purpose.	What we mean Every student feels safe, supported, and able to talk about their worries. Mental health and emotional regulation are valued as much as academic success.	What we mean Families are valued as partners in learning. Schools work with parents and specialist services are integrated to meet the emotional, social, and developmental needs of every child.

Ashmole Teaching & Learning Pillars

1 Curriculum

Be conscious of how your lesson fits into the wider **Curriculum** by building on prior learning and laying the foundations for future knowledge and skills. Ensure the **Curriculum Pillars** make these links explicit for your learners.

2 Learners & Memory

Know your learners and how learning happens in order to adapt your teaching to best meet their needs. Be responsive and provide all learners, particularly the most disadvantaged and those with SEND, the right levels of challenge and support to be successful. Take into account **Cognitive Science and learners' Long-Term Memory**.

3 High Quality Teaching

Your lessons should feature elements of high-quality teaching techniques as appropriate to your subject matter. These include **Effective Explanations, Modelling, Scaffolding** as well as **Deliberate Practice and Retrieval**.

4 Check for Understanding

Systematically **Check for Understanding** with appropriate questioning techniques and by using assessment well. Follow up by providing clear and direct **Feedback and Feedforward** that moves your learners on.

5 Literacy & Oracy

Explicitly teach **Vocabulary** and ensure students are **Reading** in every lesson and have opportunities to develop their **Oracy and Literacy**.

6 Prep & Consolidation

Set meaningful **Preparation & Consolidation** that is tied to the curriculum and that all students can access. Communicate the value of this to students by making its purpose clear.

The Inclusive Classroom

The visible ingredients to inclusivity in every classroom

#1 Social Belonging

- Microaffirmations
- High expectations
- Positive relationships
- Consistent routines
- Values based rewards
- Motivational marking

#2 Know your learners

- Prior attainment
- Student profiles (SEND/EAL/PP/HPA)
- Plan appropriate ways to adapt for your subject and learners

#3 Participation

- No student sat alone
- No hands up questioning
- Think Pair Share
- Mini WB/Traffic Lights
- Echo reading/ Choral Response

#4 Memory

- Understand and activate existing Mental Models (prior knowledge)
- Consider WM and how you build LTM
- Spaced Learning, Interleaving, Retrieval Practice

#5 High Quality Teaching

- Scaffolding
- CFU - Mini WB/Traffic Lights
- Explanations/Chunking
- Modelling
- Visualisers
- Oracy strategies

#6 Accessible design

- Use accessible fonts/Avoid stylised fonts
- Avoid coloured font on coloured background
- Maintain slide consistency
- Avoid large blocks of text on slides
- Use of Dual Coding/Visuals