

Pupil premium strategy statement – Ashwood Spencer 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	648
Proportion (%) of pupil premium eligible pupils	62% 401 Pupils
Academic year/years that our current pupil premium strategy plan covers	2024-25 to 2026/27
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Paula Baines-Chambers
Pupil premium lead	Daniel Millward
Governor / Trustee lead	David Sadler

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£597,757.94
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>	£597,757.94

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that every pupil-regardless of background, prior attainment or disadvantage-receives an ambitious, high-quality education that enables them to make excellent progress and achieve strong outcomes across the curriculum. We are committed to equipping all pupils with the knowledge, skills, confidence and resilience

needed for the next stage of their education and for future success.

At Ashwood Spencer Academy, disadvantaged pupils face a number of well-evidenced barriers to learning, including lower levels of oral language development, reduced reading fluency and vocabulary, gaps in writing linked to underdeveloped metacognitive strategies, and lower attendance. Our pupil premium strategy is designed to address these challenges systematically and sustainably over the three-year period.

High-quality teaching is the cornerstone of our approach. We prioritise evidence-informed professional development, instructional coaching and a consistent pedagogical model to ensure all staff are equipped to meet the needs of disadvantaged pupils.

Targeted academic support-including structured interventions in reading, writing and maths-provides additional, personalised support where it is most needed. Wider strategies, such as promoting strong attendance, improving engagement, and supporting pupils' social, emotional and mental health needs, work alongside this to remove non-academic barriers to learning.

We recognise that many pupils may face challenges beyond socio-economic disadvantage, including those with SEND and pupils experiencing social or emotional difficulties. The actions outlined in this strategy are therefore designed to support vulnerable learners more broadly, while maintaining a clear focus on improving outcomes for disadvantaged pupils.

Our approach is underpinned by collective responsibility across the whole school community. Through rigorous assessment, regular progress monitoring and ongoing evaluation, we ensure that our pupil premium strategy remains responsive, coherent and aligned to the best available evidence. This enables us to refine our implementation, sustain successful approaches and secure long-term improvements in outcomes for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and baseline information show that many disadvantaged pupils enter school with lower levels of oral language, limited vocabulary and reduced expressive skills. These gaps persist and widen across KS1 and KS2, impacting access to the wider curriculum.
2	Assessment data, pupil voice and reading diagnostics indicate that disadvantaged pupils have weaker reading fluency and limited exposure to higher-tier vocabulary. This restricts their comprehension and impacts progress in writing and across the curriculum.

3	Work scrutiny, teacher feedback and assessment data show that disadvantaged pupils have underdeveloped metacognitive strategies (planning, monitoring, evaluating), which limits independence in writing. This contributes to attainment gaps of 8% at KS1 and 11% at KS2 between PP and non-PP eligible children.
4	Attendance data over the past three years shows that disadvantaged pupils have attendance rates 3–4% lower than their peers, with higher levels of persistent absence. This reduces access to learning time and negatively impacts attainment.

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 metacognition and self-regulated learning	By July 2027, all teachers will consistently model metacognitive strategies (planning, monitoring and evaluating), and as a result the KS2 writing attainment gap between disadvantaged and non-disadvantaged pupils will reduce to 5% at EXS and 3% at GDS, evidenced through learning walks, coaching logs, book scrutiny and validated end-of-key-stage outcomes.
Improved reading attainment, fluency and vocabulary for disadvantaged pupils	By July 2027, disadvantaged pupils will demonstrate significantly improved reading outcomes, with at least 65% achieving the KS2 Expected Standard, the disadvantaged/non-disadvantaged gap reduced to below 10% at EXS and 8% at GDS across Years 3–6, and evidence of improved fluency (20–25 WPM increase), vocabulary knowledge (70% meeting age-related expectations), and comprehension, as measured through Reading Plus, school assessments, and validated end-of-key-stage outcomes.
Improved oral language and vocabulary development	By July 2027, the implementation of consistent, high-quality oracy practice will result in disadvantaged pupils achieving parity with their peers in communication and language, with at least 70% meeting expected oracy benchmarks, an oracy attainment gap reduced by 25%, and clear evidence of improved expressive language and academic vocabulary in both spoken contributions and written work, as demonstrated through oracy assessments, lesson observations, book scrutiny and EYFS outcomes.

Improved attendance and reduced persistent absence for disadvantaged pupils	By July 2027, sustained early intervention and effective family engagement will result in disadvantaged pupils' attendance improving to at least 94%, the attendance gap between disadvantaged and non-disadvantaged pupils reducing to 0%, and persistent absence falling below 10%, with attendance improvements demonstrably contributing to improved academic outcomes in reading, writing and maths, as evidenced through attendance data, case studies and pupil progress measures.
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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: £ 260,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Instructional coaching for all teaching staff using Steplab, either through group CPD or 1:1 coaching	EEF: Effective Professional Development – Coaching has strong evidence for improving teacher practice and pupil outcomes	1, 2, 3
Whole-school professional development programme focusing on adaptive teaching, metacognition and assessment. PD will incorporate the mechanisms of effecting PD and rehearsed practice prioritised.	EEF: <i>Metacognition & Self-Regulation, Feedback</i> – High impact for low cost. EEF-Effective-Professional-Development-Guidance-Report.pdf	1, 2, 3

Refinement of whole-school writing approach to develop independence and metacognitive strategy use.	Evidence indicates that disadvantaged children often lack the use of metacognitive and self regulatory strategies unless explicitly taught. Therefore, teaching these strategies could encourage them to practice and utilise these skills more frequently. Metacognition and self-regulation EEF	1, 3
Embedding structured oracy and vocabulary instruction across the curriculum.	Evidence shows that disadvantaged children frequently struggle with early language and speech development, which affects their overall educational experience. Implementing oral language interventions, particularly through individualised one-on-one methods, can assist these students in bridging the gap with their peers. Oral language interventions EEF	1, 2, 3

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

Budgeted cost: £ 190,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured responsive interventions are used to close the gaps in reading, SPAG and maths.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	2, 3
Reading Plus is used 3 x a week in years 3 – 6 to support fluency within reading.	Fluent reading enhances comprehension, as it allows children to shift their cognitive resources from concentrating on word recognition to understanding the text itself. Improving Literacy in Key Stage 2 EEF	1, 2, 3

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

Budgeted cost: £ 147,757.94

Activity	Evidence that supports this approach	Challenge number(s) addressed
ATTEND framework to support children and their family is used where procedural approaches have not supported good attendance.	A thorough exploration of individual and contextual factors affecting student attendance is needed to identify specific barriers and develop effective, tailored strategies. Working with Parents to Support Children's Learning EEF Supporting attendance EEF	4
Attendance officer and attendance leads to use 'Team Around Family' approach to harder to reach families for multifaceted support approach.	A multi-faceted approach is beneficial in order to actively engage harder to reach families. Focussing on building relationships, linking communication with parents to academic impact and understanding barriers to attendance is more likely to have sustained impact. Working with Parents to Support Children's Learning EEF Supporting attendance EEF Supporting School Attendance - Reflection and Planning Tool Education Endowment Foundation	4
A comprehensive package of nurture interventions are delivered through ASAP referral process: Nurture Emotional regulation Anger management ELSA Art therapy Forest school Transition club	Promoting SEL skills is vital for children from disadvantaged backgrounds, who generally show weaker SEL abilities than their affluent peers. This is important as lower SEL levels are associated with poorer mental health and academic performance. EEF Social and Emotional Learning.pdf	1, 3, 4

Total budgeted cost: £597,757.94

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Outcomes 2024–2025

Key Stage Two attainment for children who were eligible for Pupil Premium funding showed continued improvement in 2024 -2025. In reading, writing and maths (combined), 55.9% of these children met the expected standard. This is an increase from 51% in 2023–2024 and is 8.9 percentage points higher than the 2025 national disadvantaged figure of 47%.

Reading

In reading, 66.2% of children who were eligible for Pupil Premium funding achieved the expected standard in 2024 -2025. This represents a 3.2 percentage point increase from the 63% achieved in 2023–2024. Nationally, disadvantaged pupils improved by 1 percentage point in 2025, meaning Ashwood's improvement exceeded national improvement by 2.2 percentage points.

Writing

In writing, 63.2% of children who were eligible for Pupil Premium funding met the expected standard in 2024–2025. This is an increase of 6.2 percentage points from 57% in 2023 -2024. This outcome is 4.2 percentage points higher than the 2025 national disadvantaged figure of 59%.

Maths

In maths, 61.8% of children who were eligible for Pupil Premium funding achieved the expected standard in 2024 -2025. This is 3.2 percentage points lower than the 65% achieved in 2023 -2024. National data for 2025 shows increases for both disadvantaged and non-disadvantaged pupils, meaning Ashwood's outcome represents a 3.2 percentage point decline against its own previous year's performance.

Summary

Across the core subjects, children who were eligible for Pupil Premium funding at Ashwood Spencer Academy showed improvements of 4.9 percentage points in combined RWM, 3.2 percentage points in reading, and 6.2 percentage points in writing, with a 3.2 percentage point decrease in maths. In 2024 -2025, these children achieved outcomes that were above national disadvantaged figures in reading, writing and RWM combined by 3.2, 4.2, and 8.9 percentage points respectively.

Attendance Review 2024–2025

Attendance for children who were eligible for Pupil Premium funding in the 2024 -2025 academic year was 92.9%. Attendance for pupils not eligible for Pupil Premium funding was 94.6%, a difference of 1.7 percentage points.

Persistent absence (attendance below 90%) for children eligible for Pupil Premium funding was 19.9%. For pupils not eligible for Pupil Premium funding, persistent absence was 16.4%, a difference of 3.5 percentage points.

Attendance Comparison with 2023 -2024

In the 2023 - 2024 academic year, attendance for children who were eligible for Pupil Premium funding was 92.8%, and attendance for pupils not eligible was 94.9%. This was a 2.1 percentage point difference, which is 0.4 percentage points higher than the difference in 2024–2025.

Persistent absence for children eligible for Pupil Premium funding in 2023 -2024 was 24.7%, compared with 12.8% for pupils not eligible. This was a 11.9 percentage point difference, which is 8.4 percentage points higher than the difference recorded in 2024–2025.

Summary

- Attendance for children eligible for Pupil Premium funding increased from 92.8% to 92.9% (+0.1 percentage points).
- The attendance gap reduced from 2.1 percentage points in 2023 -2024 to 1.7 percentage points in 2024–2025 (-0.4 percentage points).
- Persistent absence for children eligible for Pupil Premium funding reduced from 24.7% to 19.9% (-4.8 percentage points).
- The persistent absence gap reduced from 11.9 percentage points to 3.5 percentage points, an improvement of 8.4 percentage points.

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
NELI	Nuffield Early Language