Pupil premium strategy statement

This statement details the use of pupil premium funding at Ashley College 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 impact that last year's spending of pupil premium had within our school.

School overview – (Table reflects last year's figures due to mobile cohort)

Detail	Data
School name	Ashley College
Number of pupils in school	63
Proportion (%) of pupil premium eligible pupils Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	30/63 (48%) 3 year strategy
Date this statement was published	September 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Ranjna Shiyani, Headteacher
Pupil premium lead	Anne Marie Mika
Management Committee lead	TBC

Funding overview

Detail	Amount
Pupil premium PLUS funding allocation this academic year	£ 1,623.15
Pupil premium funding allocation this academic year	£ 2,368.75
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year (24-25) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 3,991.90
Ashley College only receive pupil premium funding for single registered students or pupils in receipt of pupil premium plus funding	

Part A: Pupil premium strategy plan

Statement of intent

The purpose of the pupil premium is to narrow the attainment gap between disadvantaged pupils and their peers.

As Ashley College, pupils have widely differing health needs and ability and attainment levels. We provide a wide range of different incentives and experiences to help pupils develop the habits and skills they require in order to learn and thrive.

It is worth noting that the vast majority of our pupils are on dual role and some could be with us for only a short period of time. We do not receive PPG for these dual registered pupils as their mainstream schools may have already committed resources for the pupil. We do however receive pupil premium plus funding directly. As we are funded through the borough's high needs fund, we prioritise the achievement of all our pupils whether or not they are eligible for PPG.

Challenges

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

Challenge number	Detail of challenge
1	Maximising attendance in order to support learning and social skills
2	Maximising engagement in learning, address gaps in learning and support pupils to work independently
3	Improving pupils' skills in managing anxiety, improving wellbeing, coping with stress
4	Increasing pupils cultural capital
5	Improving reading, writing, communication skills and confidence

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 maximise the achievement of all pupils Build and embed knowledge	Attendance will be maintained or improve Standards of pupil work raised GCSE results and pupil progress.
Maintain academic progress	Individual attendance will improved

	Maintained or improved progress will be shown in teaching logs and attainment data
To improve GCSE outcomes and ensure gaps in knowledge are addressed	Targeted individual support shown on weekly target monitoring sheets Raised attainment GCSE results and pupil progress.
Pupils to read on or above their chronological reading age	Accelerated Reader will show an overall picture of individual and whole cohort progress.
Provide opportunities to develop pupils' resilience and increase cultural capital	A calendar of events, trips and visits will show these opportunities to visit places, often out of pupils' comfort zones, increasing their cultural capital but also their resilience in attempting new travel methods and activities. Noted attendance to events/trips. Impact reports and feedback from staff & pupils.
Pupils to remain calm and focused in stressful situations and improve their emotional and physical health	Evaluation of relevant activities Pupil surveys will show a positive increase in their personal development/wellbeing PDA assessment analysis will provide both an individual and overall picture of trends.
To support families who may not be able to provide a hot breakfast Pupils ready for learning and improve concentration through healthy eating	Pupils who need it will have better start to the school day; which in turn will improve engagement Lunch/Breakfast menus available.
To improve motivation & interest in lessons by being able to work independently and at home	Pupils workbooks evidence independent pieces of work Homework diaries indicate work expected and completed. Positive feedback from pupils/parents/teaching staff Medium term curriculum plans identify opportunities for independent learning.
Ensure enjoyment and engagement in therapeutic support. Develop confidence in sessions	Termly feedback from therapeutic providers Pupil feedback Pupil performances at events and assemblies.
Improve engagement by recognising & rewarding positive habits in attendance & punctuality	Improvement in individual weekly attendance Improvement in individual half termly attendance Increased number of half termly certificates and rewards handed out to pupils.
To ensure all Yr 11 pupils progress on to FE, apprenticeships/training or employment	100% no NEETS
To provide pupils with the skills to cope and improve their wellbeing and engagement	Improved attendance and engagement Pupils feedback positively through formal surveys and informal discussion.
Provide support to pupils, especially those who may have other social/family factors impacting on their ability, to attend and engage in learning	Improved attendance and engagement Improved outcomes Higher % of pupils going on to FE or transitioning to permanent provision.
The reading, writing and communication skills of all pupils, including disadvantaged pupils, improves.	Pupils reading and writing improves; evidenced by appropriate software programme Greater number of pupils participating in pupil led assemblies and debating sessions.

Activity in this academic year 25/26

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (CPD, recruitment and retention)

Budgeted cost: £ 45,619

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistant / Accelerated Reader Programme	Reading and literacy interventions, 1:1 support, mentoring and social and emotional support	1,2,3,5

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

Budgeted cost: £94,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing and subsidising trips and events to increase cultural capital £2k	Organisation and subsidising of trips allows all pupils to encounter activities and venues that they may not have the opportunity to do in their normal day to day life	3,4
Provide therapeutic sessions & mentoring (all 1:1, if required) free breakfast and lunch £20k	Providing a holistic environment encompassing free breakfast and lunch, Yoga, wellbeing sessions, mindfulness, gardening, music, drama, outdoor walks, climbing wall, gym, equine therapy (secured free of charge for Autumn 2024) art therapy, gong therapy, or more specific targeted therapy e.g. counselling to support pupils in gaining the strategies required to improve/support their mental health and wellbeing and improve their social & communication skills	1, 2, 3, 4, 5
Connexions Advisor sessions £3,450	A specialist advisor • delivering careers sessions • supporting pupils in looking at their future careers and the path required to achieve this • assisting pupils with applications All of this enables pupils going forward to apprenticeships, FE or employment. Weekly feedback report Achieving 100% no NEETS	2, 3, 1

1:1 Teaching Assistants £68,695	Targeted support provided to pupils with barriers to learning to provide them with the tools to improve their learning out-comes and enable pupils to work on managing their anxieties and improve their wellbeing.	1, 2, 3

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

Budgeted cost:£17,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half term and Easter revision classes for GCSE pupils - £4k	Targeted support in specific subjects, topics and gaps in knowledge provides pupils with the ability to catch up thus enabling improved year 11 outcomes.	2, 5
Providing IT support and equipment £7k	Good access to current technology enhances and supports the learning experience of all pupils.	2, 4
Address literacy as a barrier to learning through investment in. Accelerated Reader trial as tracking tool and a literacy intervention ~included under teaching costs (£3024)	Accelerated Reader is a highly acclaimed personalised programme for raising literacy levels – students are making positive progress in their reading levels Specific, regular, targeted reading and oracy sessions have been proven to increase pupils reading abilities.	2, 5
Utilise on line resources – accelerated reader and the new tool for core subjects - Century £860	Supportive online learning provides an opportunity for pupils to fill gaps in their learning and increases their ability to learn independently and work at home.	2, 5
Attendance Reward System + daily calls to parents and personalised timetables for pupils - £6k	Incentives to attend help improve attendance therefore supporting learning. Pupils can be awarded weekly attendance certificates and/or half termly voucher awards.	1, 2

Overall Total: £157,624

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024-25 academic year.

Measure	Details
To raise the attainment of disadvantaged pupils of all abilities to reach their potential What was the impact of that spending on pupil premium eligible pupils?	**Provided uniform, stationery and text books for home use. Intervention Tuesdays, to address the gaps in the pupils' learning, in consultation with staff (year 11).** ○ Improved morale reported and reduction of some of the financial burden put on parents. ○ positive exam results ○ positive end of year data drops **A number of educational trips – farms, art galleries, the theatre, Wellcome collection, Bletchey Park and bowling. Provided Brent Music Services and offered additional peripatetic music sessions.** ○ increased cultural capital for this group by providing pupils with opportunities to experience off site cultural and educational events ○ pupils have benefited from travelling to, and participating in, offsite educational activities which have created opportunities for them to ○ build on positive relationships with staff and peers ○ cope with travel on public transport ○ manage in a large crowded environment ○ gain greater knowledge of cultural opportunities ○ gain understanding of the wider world and career opportunities **Monitored the performance of PP and non-PP pupils at each termly data drop. Provided 1:1 TA support for targeted pupils.** ○ interventions provided according to data and improvements evident **Provided the opportunity for students to receive additional online tuition in options subjects – Computer Science, Business, History (Autumn term only)** ○ students took these exams in the summer of 2025 **Addressed literacy as a barrier to learning through - continued investment in Accelerated Reader and additional reading sessions.** **Utilised *Sparx, and Kerboodle* – on line resources.** ○ pupils more confident about tackling problem solving questions independently at home ○ improved reading against base line assessment ○ 80% of students over academic year had an increase in their reading age ○ excellent science results with all students making improvement in applying the four basic mathematical operations **Worked in partnership with mainstream schools and multi agencies to ensure the best outcomes for learners.**

	○ overwhelmingly positive survey statements from our leavers' and their parents **Offered non-curriculum-based activities to increase self-esteem, confidence and reduce anxiety e.g. drama, yoga, gardening, offsite equine therapy.** ○ students' evaluations of these activities show their positive impact on wellbeing ○ pupils are able to relax and reduce anxiety levels. Enabling them recognise how either music or skills learnt through therapies can help them to manage stress and anxieties when at home and in the future ○ learnt slow breathing and gentle stretching techniques to reduce stress and anxiety ○ learn the skills and abilities required to give them confidence to using gyms etc outside off school ○ visualise and prepare for travel or transition into our school **Provided ongoing support (including CBT sessions) through employing an in-school therapist.** **Provided emotional and behavioural support through mentoring and the pastoral care system.** ○ feedback from students/parents/staff is that the therapist is doing very effective work ○ parent feedback re our pastoral system is strong **Provided drama sessions (external provider) and life skills sessions (following Barclays Bank plans) to improve confidence, develop key communication skills.** ○ student oracy improves in comparison to pupils' starting points and is a strong feature of lessons **Provided incentives to support and encourage attendance, such as free breakfast clubs, free lunches, and reward vouchers for improved attendance.** **Addressed persistent absenteeism with procedures in place to robustly challenge parents/carers of persistent absentees.** **Used school minibus to assist with pick-ups and attendance.** ○ supports wellbeing, health, punctuality and attendance ○ records indicate that pupil's attendance improves significantly from their starting point **Provided careers advice and further learning through Connexions.** ○ continuation of our 100% no NEET record **Bespoke 1:1 mentoring and home tuition provided for 1 PP student.** ○ Very positive parental feedback for both the mentoring and the tuition service. The student gained 3 qualifications and is now at College which is a remarkable achievement considering where he was.

Externally provided programmes

Programme	Provider
My Maths	Oxford University
Curriculum Support / Interventions / Homework	Century
Exam Pro	AQA
Twinkl	Twinkl
Accelerated Reader	Renaissance
Equine Therapy	Strength Through Horses (Bursary)
Music	Brent Music Service
Yoga	Private Teacher
Therapist	Independent Therapists
Careers Advice and Support	Connexions (Prospects)

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
N/A	