

Ashington Academy - Pupil Premium Strategy Statement

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	1042
Proportion (%) of pupil premium eligible pupils	34.9%
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Yvonne Weston
Pupil premium lead	Steve Dickinson
Governor / Trustee lead	Ernie Milne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£368,285
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year	£368,285

Part A: Pupil premium strategy plan

Statement of intent

As a school and a Trust, we are committed to ensuring that *every child experiences excellence every day*. This means providing consistently high-quality teaching, nurturing environments, and opportunities that enable all pupils—especially those from disadvantaged backgrounds—to thrive academically, socially, and emotionally.

Ultimate objective: Ashington Academy strives to support disadvantaged pupils in all areas of their education from entry. Our aim is that every disadvantaged pupil will achieve at least as well as their peers, have every opportunity to excel and be fully prepared for the next stage in their education and future employment.

Strategy focus: Our strategy centres on high quality teaching underpinned by a challenging, knowledge-rich curriculum. This is an entitlement for all pupils. Beyond this, targeted academic support is put in place where disadvantaged pupils are starting to fall behind, as well a wide range of wider strategies aimed at widening horizons, addressing pastoral concerns and building character and cultural capital.

Key principles of plan: Everything we do at Ashington Academy is designed with disadvantaged pupils in mind, this benefits all our pupils who make consistent and strong progress over their time with us. Disadvantaged pupils are the priority for opportunities, actions, interventions and reflections in school and we aim for at least a proportionate representation of disadvantaged pupils.

We understand that the challenges are varied and there is no “one size fits all”, therefore, all interventions are tailored to the individual, their barriers and their needs. Some disadvantaged pupils face many complex barriers during their education, making effective learning very difficult. Other pupils have very specific, individual needs, whilst others encounter few barriers.

Current pupil premium strategy: Pupil Premium funding contributes to the work of the school in meeting the needs of disadvantaged pupils by:

- ensuring that teaching and learning opportunities meet the needs of all pupils
- ensuring that all pupils benefit from high quality teaching in the classroom
- ensure all pupils have a place to study in school where they can access adult support, class texts and the internet
- offering tuition in small groups or 1 to 1, where there is identified need
- developing the resilience of pupils, building their self-esteem, and enabling them to develop the skills that will enable them to learn effectively in the classroom environment
- providing therapeutic intervention, where needed, using personal intervention programmes and counselling, where appropriate
- working closely with pupils who need additional support to manage their behaviour
- working with pupils and their families to identify the causes of attendance concern and support good attendance
- ensuring pupils have every opportunity to access enrichment programmes

- ensuring pupils receive high quality careers information, advice, and guidance so that they have high aspirations for themselves and for their future
- ensuring pupils' personal development is well supported and that they are ready for post-16 education/training/employment.

Challenges

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

Challenge number	Detail of challenge
1	Outcomes for disadvantaged pupils at Ashington Academy are strong compared to regional and national figures, however, some disadvantaged pupils do not always achieve as highly as their peers.
2	Disadvantaged pupils start their time at Ashington Academy with significantly lower reading ages than their non-disadvantaged peers.
3	Due to challenges at home and in the community, some disadvantaged pupils raise more concerns about their wellbeing which has a negative impact on their day-to day experiences.
4	Disadvantaged pupils engage well with our enrichment offer; however, disadvantaged pupils often have less cultural experiences compared to their peers.
5	Some disadvantaged pupils struggle to meet the behaviour expectations in school.
6	Attendance of disadvantaged pupils is strong at Ashington Academy compared to regional and national figures; however, some disadvantaged pupils face significant barriers to attending 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
1) Improved outcomes for disadvantaged pupils.	<ul style="list-style-type: none"> The gap in achievement for disadvantaged and non-disadvantaged pupils is minimal. Implement targeted interventions for disadvantaged pupils that require support to achieve a pass or strong pass in English and mathematics.
2) Disadvantaged pupils are supported to improve their reading age and to	<ul style="list-style-type: none"> Pupils in Year 7 and 8 make significant progress in their reading interventions. Outcomes for English and reading-heavy subjects remain strong.

access the curriculum in all subjects.	
3) Disadvantaged pupils are encouraged and supported through their school experience, to increase their levels of enjoyment.	<ul style="list-style-type: none"> The number of concerns raised in whole school student voice questionnaires by disadvantaged pupils is in-line with non-disadvantaged peers. The proportion of positive answers from disadvantaged pupils during SLT health and well-being checks is in line with non-disadvantaged peers.
4) Improvements in the frequency and range of disadvantaged pupils' engagement in extra-curricular opportunities.	<ul style="list-style-type: none"> Disadvantaged pupil attendance to extracurricular activities is in-line with non-disadvantaged peers. Student voice of disadvantaged pupils is positive in relation to extra-curricular activities, and they feel that their voice is heard.
5) Disadvantaged pupils are sufficiently supported to meet school behaviour expectations.	<ul style="list-style-type: none"> The number of sanctions, suspensions and fixed term exclusions accrued by disadvantaged pupils is low and in line with non-disadvantaged peers.
6) Attendance continues to improve for disadvantaged pupils.	<ul style="list-style-type: none"> Attendance figures for disadvantaged and non-disadvantaged pupils are in-line.

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: £ 90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Expertise and leadership quality in core departments.	<p>EEF – Evidence and resources – Review of evidence on teacher quality, recruitment and retention.</p> <p>EEF guide to Pupil Premium 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving...should be the priority of the Pupil Premium spending.</p> <p>EEF Secondary Literacy Guidance Report -</p> <ul style="list-style-type: none"> High quality teaching across the curriculum will reduce the need for extra literacy support. <p>Nevertheless, it is likely that a small number of students will require additional support – in the form of high-quality structured interventions.... increasing intensity with need' P30</p>	1,2

Overstaffing in Maths	EEF T&L Toolkit - • Small group tuition +4 months progress.	1.
Deepen teachers' understanding of pedagogy across each curriculum area by attending NELT subject conferences engagement with subject specialists in their field.	EEF: Effective Professional Development EEF: Teaching and Learning Toolkit EEF guide to the Pupil Premium 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving... should be the priority of the Pupil Premium spending'.	1
Coaching support and lead professional development.	EEF: Effective Professional Development EEF guide to the Pupil Premium 'ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving... should be the priority of the Pupil Premium spending'	1

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

Budgeted cost: £ 100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention with targeted groups each week added to staff directed time.	EEF T&L Toolkit - • Small group tuition +4 months progress. • Extending school time+ 3 months progress	1
Tailored 7Up intervention sessions.	EEF T&L Toolkit - • Extending school time+ 3 months progress	1
Homework club to provide space and support for those pupils who need it.	EEF T&L Toolkit - • Extending school time+ 3 months progress	1,3,6
Fluency for All & Fast forward to fluency Intervention.	EEF T&L Toolkit – • Peer tutoring +6 months progress. • Small group tuition +4months progress. • Reading comprehension strategies +6months progress. EEF Secondary Literacy Guidance Report – • 'High quality teaching across the curriculum will reduce the need for extra literacy support. Nevertheless, it is likely that a small number of pupils will require additional support – in the form of high-	2

	quality structured interventions... increasing intensity with need' P30.	
Lead Learning Mentors support most vulnerable learners and those identified as SEND.	EEF Guide to Pupil Premium – <ul style="list-style-type: none">• Mentoring +2 months progress.• 1-2-1 tuition +5 months progress.	1,2,3, 6
Provision and staffing of safe spaces available to targeted children throughout the day.	NFER: Recovery during a pandemic	1,3,5,6
Reduction in teaching timetable of SLT lead for PP & academic interventions.	EEF T&L Toolkit - <ul style="list-style-type: none">• Mentoring + 2 months progress	1,2
1:1 and group support from three Directors of Learning	EEF Evidence and resources - Workload review EEF T&L Toolkit - <ul style="list-style-type: none">• Mentoring + 2 months progress	1,2, 6
SLT mentors for Grade Changers and progress pathways	EEF T&L Toolkit - <ul style="list-style-type: none">• Mentoring + 2 months progress	3,5, 6
Interventions from LINT team (Northumberland County council). Supporting EAL pupils	EEF T&L Toolkit - <ul style="list-style-type: none">• Small group tuition + 4 months progress	1,2,3

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

Budgeted cost: £ 178,285

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra-curricular activities included in teachers directed Time every week.	EEF: Guide to Pupil Premium <ul style="list-style-type: none">• Extracurricular Activities may include: sports, outdoor activities, arts and culture, music lessons, and school trips. These approaches may increase engagement in learning, but it is important to consider how this will translate into improved outcomes.	4, 6

Purchase of equipment and materials for extra-curricular clubs.	EEF: Guide to Pupil Premium	4, 6
Funding breakfast club for disadvantaged pupils.	EEF T&L Toolkit - • Extending school time+ 3 months progress EEF: Guide to Pupil Premium • There is some evidence that providing a free, universal, before school breakfast provision can benefit pupils by preparing them for learning or for supporting behaviour and school attendance.	4, 6
1:1 and group support sessions from Inclusion Officer focused on SEMH issues.	EEF T&L Toolkit • Behaviour interventions +4 months progress • Social & emotional learning +4months progress <i>EEF: Healthy Minds</i> <i>DFE: Promoting and supporting mental health and wellbeing in schools and colleges</i>	3,4,6
Specific allocation of time to Family Liaison Officer to work with disadvantaged students	EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers	3,4,6
1:1 and group support sessions from Seclusion Manager focused on SEND plans and SEMH	EEF T&L Toolkit • Behaviour interventions +4 months progress • Social & emotional learning +4months progress	3,4,6
1:1 support and development of strong family links from our six non-teaching year managers	EEF T&L Toolkit • Behaviour interventions +4 months progress • Social & emotional learning +4months progress	5,6
Provision of revision guides and materials	EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers	1,2,3
Provision of revision breakfast and morning revision space	EEF T&L Toolkit - • Extending school time+ 3 months progress	1,2,3
1:1 advice from our Careers advisor	EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers.	1,2,3
Funded music lessons from peripatetic teachers	EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers. • Extracurricular Activities may include sports, outdoor activities, arts and culture, music lessons, and school trips. These approaches may increase engagement in learning, but it is important to consider how this will translate into improved outcomes.	3,4
Prizes and incentives for attendance, engagement in lessons and interventions	EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers	1,3, 6

Y11 prom incentives	EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers	1, 3, 6
Funded/subsidised trip spaces	EEF Guide to Pupil Premium – use of wider strategies relating to non-academic barriers. • Extracurricular Activities may include sports, outdoor activities, arts and culture, music lessons, and school trips. These approaches may increase engagement in learning, but it is important to consider how this will translate into improved outcomes.	3,4
Ensuring all pupils are exam ready during mock and external examinations. Breakfast availability/examination preparation materials provision.	EEF: Guide to the pupil premium	1,3,6

Total budgeted cost: £ 368,285

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our attainment data in the 2024-25 academic year continues to demonstrate positive outcomes across many measures. Comparing our results to national figures helps to gauge the performance of our disadvantaged pupils against their peers in other schools. Our Attainment 8 scores compare favourably against both regional and national data (this 2024-25 result places Ashington in the top 15% of schools nationally), demonstrating that disadvantaged pupils at Ashington Academy achieve higher grades and make significantly better progress than their peers in other schools

	PP A8 Ashington Academy	PP A8 Northumberland	PP A8 National
Y11 2025	40.23	34.70	34.80

Behaviour & Attendance 24-25

Attendance for Pupil Premium students remains broadly in-line with the national average for non-Pupil Premium pupils. In 2024, the academy was recognised for its impact in improving attendance for pupils in the Ashington area. As a direct result of this continued improvement, the Academy was awarded National Behaviour & Attendance Hub status by the DFE.

There has been a reduction in overall exclusions for disadvantaged pupils (fixed and internal) in 2024-2025 compared with the previous year. Pupil Premium funding supported the opening of a reset room used to support pupils who are doubly disadvantaged through PP and SEND. In addition to this, with the support of external agencies, the school has developed a range of resources to support pupils in remedial work and reflection.

Destinations

As a result of the positive outcomes disadvantaged pupils achieve at Ashington Academy, as well as the careers advice received and enriched cultural entitlement, destinations for our disadvantaged pupils are strong.

All disadvantaged pupils went on to a clear route in education linked to their future aspirations. In summer 2025 we recorded no disadvantaged NEET students and increased enrolment into our school Sixth Form and other academic pathways.

This reflects our ambitious and academic curriculum and is a consequence of our behaviour and World Ready curriculums preparing all pupils, including the most disadvantaged, for life in modern Britain.

Externally provided programmes

Programme	Provider
Interventions from HINT team. (Supporting DA/SEND pupils)	Northumberland County council
Interventions from LINT team. (Supporting DA/EAL pupils)	Northumberland County council
ECF Programme	National Institute of Teacher Training (NELT and Northern Lights)

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.