# Pupil premium strategy statement – Ashlawn School

This statement details our school's use of pupil premium (and recovery 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 | 1601 |
| Proportion (%) of pupil premium eligible pupils | 14.9% |
| Academic year/years that our current pupil premium strategy plan covers | 2022-2025 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Paul Brockwell |
|  |  |
| Pupil premium lead | Aaron Phillips |
| Governor / Trustee lead | Stephen Belding |

## Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £ 251 625 |
| **Total budget for this academic year** <br><br> *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year* | £ 251 625 |

# Part A: Pupil premium strategy plan

## Statement of intent

At Ashlawn School, we believe that all students deserve the opportunity to excel regardless of their background or personal circumstances. Socio-economic status should not be a barrier to academic excellence or personal development.

Students in receipt of pupil premium already achieve well at Ashlawn. The gaps in progress and attainment between eligible and non-eligible students narrowed prior to COVID, and our PP-eligible students attain good grades overall at GCSE. Attendance gaps had narrowed prior to the COVID pandemic, and steps have been made to ensure that behaviour incidents are not disproportionately skewed towards PP-eligible students. Through our ethos of 'every student, every opportunity', we aim to remove any barriers that stand in the way of students achieving their best possible outcomes and accessing the same opportunities as their peers.

Key principles include:

- **Quality first teaching (QFT)** – getting high quality teaching right from the start reduces the reliance on 'intervention' strategies and 'catch-up' opportunities. We must ensure that PP-eligible students receive the absolute best quality teaching available, as evidence and research suggests these are the students that benefit most (or are most affected when QFT is not in place). Through our "PP Promise", staff buy into non-negotiables that should be in place for each PP-eligible student in each lesson.

- **Support network** – we employ dedicated, non-teaching Pupil Premium mentors and tutors to support PP-eligible students and their families, liaising with teachers, parents, support staff and external agencies to ensure that the best, most bespoke support is in place for all of our PP-eligible students.

- **Attendance monitoring and incentives** – all evidence suggests that even seemingly small drops in attendance can have big impacts on outcomes. Nationally and locally, the attendance of PP-eligible students is generally significantly lower than non-eligible, leading to less time in school and fewer opportunities to boost outcomes. By closely monitoring attendance, putting support in place as required, and incentivising students to continue to improve their attendance, we can ensure that students are better able to access the support available to them at school.

# Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Attendance - absence rates amongst disadvantaged students are generally higher than those of non-disadvantaged. This impacts substantially on students' access to learning, social and emotional development, and ultimately progress. |
| 2 | Behaviour - the behaviour of disadvantaged students is sometimes worse than that of non-disadvantaged. This has an impact not only on the individual student's learning and progress, but potentially on the learning of others too. |
| 3 | Progress - the progress made by disadvantaged students throughout their school time is often less than that made by their non-disadvantaged peers. |
| 4 | Equality of access - disadvantaged students often do not have access to extra-curricular opportunities, trips and visits that their non-disadvantaged peers take opportunity of, and miss out on important cultural capital as a result. |

# 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 |
|---|---|
| Attendance gap narrowed | Absence rates for PP-eligible students are not significantly higher than absence rates for non-eligible students.<br><br>Absence rates for Ashlawn PP-eligible students are significantly lower than national averages for PP-eligible students.<br><br>Rates of persistent absence (>10% absence) amongst PP-eligible students is in line with, or lower than, that of their noneligible peers<br><br>No "school refusers" (>90% absence) |

| | |
|---|---|
| Behaviour gap eliminated | The proportion of behaviour incidents, as identified by our behaviour log and points system, is not significantly different for PP-eligible students compared to non-eligible.<br><br>The rate of fixed-term exclusions (FTEs) is in line with, or lower than, non-eligible students.<br><br>The number of achievement points earned by PP-eligible students is not significantly different from non-eligible peers |
| Progress gap narrows | There is no significant gap between the Progress 8 score of PP-eligible students compared with non-eligible peers<br><br>The attainment of PP-eligible students is in line with that of non-eligible students<br><br>Internal tracking data for Y7-10 students shows no discernible gap between outcomes of PP-eligible students vs their non-eligible peers<br><br>Staff buy into the "PP Promise", ensuring that all PP-eligible students receive:<br> - Careful consideration of seating plan arrangements to best support their learning<br><br> - High-quality feedback – including verbal and written – at every opportunity<br><br> - High-quality interaction – including targeted questioning, high-quality discussion, structured conversation, general showing of interest in students' progress and wellbeing<br><br> - Supported catch-up opportunities – including setting work to be completed during absence, an insistence that homework is completed, and sharing of notes/ resources for any lessons that PP-eligible students miss |
| Equality of opportunity | There is positive discrimination taking place in any trip selection process, in order that PP-eligible students are at least proportionally represented, if not over-represented<br><br>Engagement in peripatetic music lessons by PP-eligible students is in line with non.<br><br>Representation of PP-eligible students in decision-making forums such as student voice, student council, and so on is broadly in line with non-eligible. |

# Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 20 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| CPD - including training on PP Promise, and using Rosenshine's principals to ensure high-quality first teaching that directly advantages PP-eligible students | Education Policy Institute report (2020) on the impact of high-quality CPD on outcomes | 3,4 |

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

Budgeted cost: £ 140 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of revision guides/resources for KS4 and KS3 subjects | EEF Toolkit - levelling up access to learning materials | 3 |
| Small group Maths tuition<br><br>Small group English tuition | EEF Toolkit – 1:1 and small group tuition identified as expensive but effective forms of intervention.<br><br>Many non-eligible students invest in private tutors, so this also bring parity of access to PP-eligible students. | 3 |
| Proportional (15%) purchase of subscriptions to whole-school online platforms such as Dr Frost Maths, Edukit | EEF Toolkit - levelling up access to learning materials | 3 |

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Purchase of GCSEPod online revision platform | EEF Toolkit - levelling up access to learning materials | 3 |

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

Budgeted cost: £ 190 000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Pupil Premium Progress Mentor | EEF Toolkit<br>- Behaviour interventions<br>- Social and Emotional learning<br>- Parental involvement<br>- Aspirations intervention | 1,2,3,4 |
| Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject contributions | EEF Toolkit<br>- Arts participation | 4 |
| Academic mentor | EEF Toolkit - Social and Emotional Learning<br>- Aspirations intervention | 2,3,4 |
| Attendance and behaviour incentives and rewards | Ongoing government research into attendance impact on student outcomes, including 2016 report "Absence and attainment at key stages 2 and 4: 2013 to 2014" | 1,2 |
| Contributions towards transport, uniform, equipment | Attendance impact on student outcomes research | 1,4 |

## Total budgeted cost: £ 250 000

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

**Summary of 2023 performance data**

|  | Attainment 8 | Progress 8 | % Strong/Standard Pass En & Ma | % EBacc entry |
|---|---|---|---|---|
| **Non-PP** | 54.2 | 0.11 | 62.7% / 82.0% | 87.1% |
| **PP** | 38.6 | -0.73 | 21.3% / 29.8% | 68.1% |

Overall progress for PP-eligible students was disappointing compared to their non-eligible peers. It is clear that they were disproportionately affected by school closures during COVID, and although progress was made between PP-eligible students' mock exam results in Autumn 2022 and their final outcomes in Summer 2023, this was not rapid enough to sufficiently close the disadvantage gap. This also demonstrates that we need to ensure work is in place as early as possible in each student's journey to close any gaps, not attempt to solve the issue in Year 11 alone.

The table shows the intended outcomes detailed in the previous strategy, and an assessment of how effectively we met those intentions.

| Intended outcome | Evaluation |
|---|---|
| Close gaps on entry between PP and non PP students in literacy and numeracy from the starting point in year 7. Measured from their starting point in year 7 to end of year 7 assessments | Internal tracking against new KS3 assessments shows that, in fact, PP-eligible students made slightly more progress on average than their non-eligible peers. Year 7 PP are working at their expected targets on average, compared with around a sixth of a level below target for non-PP. Similarly, in Y8, the average difference from target level is -0.27 for non-PP compared with a higher -0.20 for PP. |
| PP students in year 11 to achieve P8 and A8 scores in line with non PP students | Not achieved - as above |
| Data is used effectively by all staff to create interventions based on individual barriers and close the gap between PP and non PP students in all years | PP progress for Y7-9 is in line with, and in many cases stronger than, non-PP. Y10 demonstrated a small gap in end-of-year assessment data. Faculty leaders, heads of year and key stage leaders all focus meticulously on the progress of PP-eligible students within their areas |

| | |
|---|---|
| All students to have access to the internet and technology to access live lessons when isolating or during school closure | |
| Behaviour of PP students improves to close the gap between PP and non PP This will be measured using behaviour reports, tracking of behaviour on SIMS and edulink, internal isolations and exclusions | Overall behaviour data shows minimal gaps between PP-eligible cohort and their non-eligible peers. However, there are a small number of students that have a large behaviour impact - this has more of an impact on the PP-eligible cohort figures than non. |
| Increased attitude to learning and raised aspirations of PP students. Ensure students have access to at least one employer engagement experience each academic year and an early prospects interview in year 11. | All students engaged in whole-school careers programme and met with a careers advisor. |
| All PP students to have access to at least one enrichment activity throughout KS3 | Strong initially, although attendance to these activities from PP-eligible students did begin to decrease over time |
| PP students attendance at extra-curricular clubs to be inline with non PP students, monitored by registers to clubs | Proportional representation of PP at the majority of extra-curricular offer. PP budget was used to also support extra-curricular visits and trips. |
| Parental engagement to parents evening, information evenings and other school events to be inline with non PP parents, measured by attendance figures at events | Attendance to parents' evenings approx. 85-90% for both PP and non-PP cohorts. |
| All PP students to have access to a learning mentor to support with barriers to learning and SEMH needs | Mrs Hollingworth worked extremely closely with PP-eligible students and their families. Recruitment of a replacement PP learning mentor taking place during 2023/4. Academic mentors also recruited through Step Into Teaching programme. |

# Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

| Programme | Provider |
|---|---|
| GCSE Pod | GCSE Pod |
| Elevate education | Elevate education |