

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ashlawn School
Number of pupils in school	1837
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022 to create a 3 year plan
Statement authorised by	Siobhan Evans
Pupil premium lead	Claire Cooke
Governor / Trustee lead	Judith Hicks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 214,230.00
Recovery premium funding allocation this academic year	£ 29,289.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 243,519.00

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

- Covering and closing the gaps as a result of 2 years of education interrupted by covid
- Continued access and engagement for online learning if learning is missed due to covid
- Literacy and numeracy skills
- Potential behaviour and attitude to learning in years 9 and 10
- Access to extended learning and enrichment activities
- Parental engagement
- Aspiration is low
- SEMH needs of students
- Attendance and punctuality

Challenge number	Detail of challenge
1	Covering and closing the gaps as a result of 2 years of education interrupted by Covid
2	Ensuring PP students literacy and numeracy skills are in line with non-PP peers
3	Potential behaviour and attitude to learning in years 9 and 10
4	Access to extended learning and enrichment activities
5	Low aspiration for PP students
6	Parental engagement
7	SEMH needs of students

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
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	Gap to be closed by the end of year 7
PP students in year 11 to achieve P8 and A8 scores in line with non PP students	GCSE data to show no gap
Data is used effectively by all staff to create interventions based on individual barriers and	Intervention logs at classteacher, HOS and HOF level to be readily available and evident in Learning walks

close the gap between PP and non PP students in all years	
All students to have access to the internet and technology to access live lessons when isolating or during school closure	Engagement of PP students online is in line with non PP
Behaviour of PP students improves to close the gap between PP and non PPP This will be measured using behaviour reports, tracking of behaviour on SIMS and edulink, internal isolations and exclusions.	No gap between behaviour points, isolations and exclusions between PP and non PP. Exclusion rate of PP to be inline with all students nationally
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.	No NEET PP students. Tracking of employer engagement on compass tool plus. PP attitude to learning on reports to be inline with non PP
All PP students to have access to at least one enrichment activity throughout KS3	A PP trip or visit to be ran for each KS3 year group and recorded on tracker
PP students attendance at extra-curricular clubs to be inline with non PP students, monitored by registers to clubs	No gap between non PP and PP
Parental engagement to parents evening, information evenings and other school events to be inline with non PP parents, measured by attendance figures at events	No gap between PP and non PP parents
All PP students to have access to a learning mentor to support with barriers to learning and SEMH needs	Every PP student to have at least a half termly 1-1 'catch-up' recorded and students in need to meet fortnightly.
Higher attaining PP pupils across KS3/4 have increased levels of progress	PP HAP students make as much progress as non PP HAP students across the board

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: £ 55,856.16

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Rosenshines generative	EEF feedback and reports suggest feedback, independent learning and regular review can drive learning	1,2

learning strategies		
Reading, literacy and numeracy intervention groups for students in year 7 below the national average	EEF research shows students make more progress when in small group Sutton trust shows high levels of impact when literacy and numeracy levels are high	1, 2
Teachers teach to the top, know their learners and adapt learning strategies where necessary	Report by The Sutton Trust 'What makes great teaching?'	1,2,3
Attitude for learning and raising aspiration focus through careers in the curriculum	Gatsby benchmarks research and case studies	3,5
GCSEpod purchased to give students interactive resources across subjects and key stages	Inschool data from previous use of elevate and GCSE pod shows positive impact	1,4,6

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

Budgeted cost: £ 114,380.83

Activity	Evidence that supports this approach	Challenge number(s) addressed
Create a whole school data plan to initiate early intervention for underachieving students	NFER research into effective use of data shows impact of early interventions on all students	1,2,3
Academic mentor in English and Maths tutor - focus on underachieving PP students. Small group intervention	EEF research shows students make more progress when in small group interventions	1,2
PP students to have prospects interviews ahead of college deadlines and tutors monitor applications	Gatsby benchmarks shows evidence of progress linked to aspiration	4,5
Learning mentor	In school data shows positive academic impact of learning mentors. This is a new role specific to PP Evidence indicates that one to one tuition can be effective, delivering	3,5,6,7

	approximately five additional months' progress on average. (EEF 2020)	
Improving Progress of HA PP students through an enrichment programme	Gatsby benchmarks - high quality career guidance helps makes informed choices and access to HE/University visits supports young people without social capital or career guidance at home	1,2,5
KS4 underachievers to receive tutoring in English and maths	EEF research shows students make more progress when in small group interventions NFER research into effective use of data shows impact of early interventions on all students	1,2,3
60% or more of the disadvantaged students in KS3 the opportunity to receive tutoring to close any gaps between them and their peers	EEF research shows students make more progress when in small group interventions NFER research into effective use of data shows impact of early interventions on all students	1,2,3

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

Budgeted cost: £ 74,382.01

Activity	Evidence that supports this approach	Challenge number(s) addressed
Parental engagement and involvement in their child's education	EEF data shows 4 months positive impact through effective parental engagement	1,4,6
Pupil grant £100 allocation per student to spend on revision aids/books/trips Pupil grant £100 allocation per student to spend on revision aids/books/trips	Data from a previous school and also at Ashlawn suggests a greater proportion of students accessing extra-curricular and students feeling more prepared for exams	4,6
Revision strategies for KS4 and sharing with parents- elevate education, GCSE Pod	Inschool data from previous use of elevate and GCSE pod shows positive impact	1,4,6
All PP students to have access to improved mental well-being and behaviour support of targeted pupils	EEF Toolkit Social and Emotional Learning +4 months. Current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem	7

	each year (mind.org). The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid 19 has also had a negative impact with 54% of children and young people with a mental disorder said that lockdown had made their life worse.	
KS3 enrichment activities specific to PP students	Building of cultural capital and acting as a vehicle for social justice. Sutton trust shows positive impact	4,5,6
Recording of students attendance at extracurricular activities	Building of cultural capital and acting as a vehicle for social justice. Sutton trust shows positive impact	4,5,6
Ensure all students have the equipment and resources to access lessons, homework, google classrooms and enrichment activities, uniform etc	EEF Toolkit Social and Emotional Learning +4 months Students feel safe and secure in school and ready to learn	3,4,6,7

Total budgeted cost: £ 243,519.00

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 2020 to 2021 academic year.

Aim	Outcome
Achieve above the national average P8 score for disadvantaged students of -0.45	Based on school data average P8 for PP students in 2020/21 was 0.8
Achieve national average for attainment for all pupils	Based on school data average P8 for all students in 2020/21 was 0.6 (above National average in previous years)
Achieve average English and maths 5+ scores for similar schools	57% of PP students at Ashlawn gained a 5+ in English and Maths

Improve attendance to national average	Attendance was impacted by national lockdowns and covid throughout 2020/21
Better national average EBacc Entry for all pupils	68% of PP students were entered for EBacc

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

School data from TAGS/CAGS has been used in the absence of national performance data due to the cancellation of national exams

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Achievement for All	Achievement for All Education Trust
GCSE Pod	GCSE Pod
Elevate education	Elevate education limited

Further information (optional)