

# 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	1754
Proportion (%) of pupil premium eligible pupils	14.8%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Jayne Delves
Pupil premium lead	Aaron Phillips
Governor / Trustee lead	Judith Hicks

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 214 705
Recovery premium funding allocation this academic year	£ 49 128
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> ) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
<b>Total budget for this academic year</b> <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>	£ 263 833

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

Behaviour gap eliminated	<p>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.</p> <p>The rate of fixed-term exclusions (FTEs) is in line with, or lower than, non-eligible students.</p> <p>The number of achievement points earned by PP-eligible students is not significantly different from non-eligible peers</p>
Progress gap narrows	<p>There is no significant gap between the Progress 8 score of PP-eligible students compared with non-eligible peers</p> <p>The attainment of PP-eligible students is in line with that of non-eligible students</p> <p>Internal tracking data for Y7-10 students shows no discernible gap between outcomes of PP-eligible students vs their non-eligible peers</p> <p>Staff buy into the “PP Promise”, ensuring that all PP-eligible students receive:</p> <ul style="list-style-type: none"> <li>- Careful consideration of seating plan arrangements to best support their learning</li> <li>- High-quality feedback – including verbal and written – at every opportunity</li> <li>- High-quality interaction – including targeted questioning, high-quality discussion, structured conversation, general showing of interest in students’ progress and wellbeing</li> <li>- 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</li> </ul>
Equality of opportunity	<p>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</p> <p>Engagement in peripatetic music lessons by PP-eligible students is in line with non.</p> <p>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.</p>

## 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  Small group English tuition	EEF Toolkit – 1:1 and small group tuition identified as expensive but effective forms of intervention.  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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
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

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Pupil Premium Progress Mentor	EEF Toolkit - Behaviour interventions - Social and Emotional learning - Parental involvement - Aspirations intervention	1,2,3,4
Funding of extra-curricular trips (or portion of), peripatetic music lessons, voluntary subject contributions	EEF Toolkit - Arts participation	4
Academic mentor	EEF Toolkit - Social and Emotional Learning - 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 2022 performance data

(95% Confidence Intervals given in brackets)

	Attainment 8	Progress 8	% Strong/Standard Pass En & Ma	% EBacc entry
<b>Non-PP</b>	57.7 (55.7 – 59.8)	0.23 (0.08 – 0.38)	63.9% / 84.4%	85.2%
<b>PP</b>	39.9 (32.2 – 47.6)	-0.71 (-1.33 – -0.09)	26.9% / 34.6%	65.4%

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 2021 and their final outcomes in Summer 2022, 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. For English, overall discrepancy from expected was -0.06 for PP, compared to -0.31 for non; in Maths, the figures were 0.39 compared to 0.19 respectively.
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 works extremely closely with PP-eligible students and their families.

## 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



