

Ashlyns School Pupil Premium Strategy Statement 2018-19



1. Summary information					
School	Ashlyns				
Academic Year	2018-19	Total PP budget	£134,640	Date of most recent PP Review	n/a
Total number of pupils Years 7 - 11	1106	Number of pupils eligible for PP Years 7-11	157 14.2%	Date for next internal review of this strategy	Focus of school T,L and A team Termly Reviews

2. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A	Examination literacy demands for Years 10 and 11, in all subjects, particularly in relation to new specification GCSE
B	Understanding the barriers to learning for individual PP students in Year 7
C	Gaining a 'complete picture' for individual PP students
D	Aspiration of PP students
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E	School engagement with some parents

3. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	Success criteria
A High levels of progress in examination literacy for all Year 10 and 11 students eligible for PP.	Students eligible for PP make as much progress as 'other' students across Key Stage 3, so that 85% or above are on track to achieve their GCSE target by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments and targeted students are supported by small group tuition and other interventions co-ordinated by SLT lead and HoY.
B We know the Year 7 PP students well and understand how to support them to overcome their barriers to learning.	'Hints and Tips' style documents are developed through discussion with PP students which highlight strategies to overcome their barriers to learning and teachers use the strategies to plan QfT.
C We fully utilise all data for individual PP students to understand the impact of attendance, attitude to learning, behaviour and rewards on their progress and use to create personalised action plans.	In tracking achievement data for individual PP students, we know what other factors impact on their progress and take prompt action to negate them.
D All PP students have high aspiration	Teachers and students have high expectations. CIAG is mapped, targeted and delivered to support PP students in each Key Stage
E School engages more parents of PP students to help them to support their son/daughter in their learning	Percentage of parents of PP students attending consultation evenings is increased. There are more opportunities for parents to find out how to support their son/daughter

4. Planned expenditure					
Academic year		2018-19 £			
The three headings below enable us to demonstrate how we are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies. (i) Quality of teaching for all (ii) Targeted Support (iii) Other Approaches					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is our evidence and rationale for this choice?	How will we ensure it is implemented?	Staff lead	When we will review the implementation
<p>A</p> <p>High levels of progress in examination literacy for all Year 10 and 11 students eligible for PP</p>	<ul style="list-style-type: none"> • InSET on examination literacy for whole staff • Time in departments to check demands in GCSE papers and adapt Scheme of Learning to include a focus on examination literacy • Teachers explain the meaning and what is required for examination command words • Examination command words on display • Word/Terminology lists developed for and used by students • PP students are seated so that they are easy for teachers to reach in lessons and support first as shown in seating plans • Pupil Premium students are prioritised in all aspects of Quality First Teaching • Additional info sheets show strategies to support PP students • Teachers mark PP students books first and give feedback to help them improve their work and reflect on their learning • Teachers give time for students to act on feedback – dedicated improvement and reflection time (DIRT) • Subject teachers, supported by HoF/D, determine which students need intervention outside the classroom • Intervention is put in place and this is reviewed and evaluated on an ongoing basis • HOY11 and learning mentor monitor and keep a record of individual student's interventions so that students do not have too many at one time 	<p>Improved English GCSE results but not reflected in all other subject areas</p> <p>New GCSE specification and papers in which teachers need to be more familiar with the reading and writing demands. PP students have a lower reading age than non PP students when they start in Year 7.</p>	<p>CPD in staff briefings, meetings and InSET</p> <p>Departmental development time in meetings and on InSET .</p> <p>School's QA process</p>	<p>HJo</p> <p>SCr</p>	<p>Termly T,L and A reviews</p> <p>Analysis of student performance in trial examinations</p> <p>Dec 2018</p> <p>GCSE analysis</p> <p>September 2019</p>

Desired outcome	Chosen action / approach	What is our evidence and rationale for this choice?	How will we ensure it is implemented?	Staff lead	When we will review the implementation
<p>B</p> <p>We know the Year 7 PP students well and understand how to support them to overcome their barriers to learning</p>	<ul style="list-style-type: none"> ● PP support role to interview Y7 PP students ● Follow up with discussion with subject teachers and parents ● ‘Hints and Tips’ style documents are developed to include; strategies to overcome particular barriers to learning, prior attainment data, interests of students ● Form tutors of Y7 are supported to use a form time session with each student Y7 PP with SEND to further develop ‘Hints and Tips’ style sheets ● Information shared with subject teachers to incorporate strategies to overcome learning barriers in QfT ● Subject teachers feedback on successful strategies which they use for individual students and these are added to the information to be shared 	<p>Students are new to Ashlyns</p> <p>We have transfer information from primary schools shared with teachers into which we can add our ‘settling in’ information, reading age test outcomes and CATS scores.</p>	<p>Make time for form tutors to get to know their PP students</p> <p>Documentation shared through PARS</p> <p>Updates in staff briefings</p>	<p>HJo</p>	<p>Analysis of student performance after termly data input</p> <p>Termly T,L and A reviews which include student interviews</p>

Desired outcome	Chosen action / approach	What is our evidence and rationale for this choice?	How will we ensure it is implemented?	Staff lead	When we will review the implementation
<p>C</p> <p>We fully utilise all data for individual PP students to understand the impact of attendance, attitude to learning, behaviour and rewards on their progress and use to create personalised action plans.</p>	<ul style="list-style-type: none"> ● RMa, RPE, RKi and HJo to analyse all data after interim inputs ● HoY to track progress of students in order to plan personalised intervention ● HoF/D to track progress of PP students in their year/subject and implement personalised intervention ● PP students whose progress is below peers has a personal mentor ● Review and evaluate intervention and adapt where necessary 	<p>We analyse all student progress data after each data input and now need to explore the impact of attendance, attitude to learning, behaviour and rewards on their progress. Identify where intervention is best placed. Consider research and best practice to develop Quality First Teaching for individual students.</p>		HJo	<p>Positive evaluation/ feedback from parents and students about the impact of support provided. Students feel more confident in knowing how to succeed. PP students have high aspiration.</p>

Desired outcome	Chosen action / approach	What is our evidence and rationale for this choice?	How will we ensure it is implemented?	Staff lead	When we will review the implementation
<p>D All PP students have high aspiration</p>	<ul style="list-style-type: none"> • Continue to work on Benchmarks for CIAG for all students with an emphasis on supporting and challenging provision for PP students in all key stages • Target Y11 and Y12 students to attend Careers Fair • Target Y9 PP boys to attend Rocking Ur Teens • Target Y8 PP girls to attend Girls Empowerment Conference • Careers Speed dating arrange for Y9 ELD • Arrange for students to make their work shadowing placements in Year 10. • Pupil premium students in Year 11 will take part in the Morrisby questionnaire which gave them detailed feedback about possible further education and career paths. This will be followed up by a one-to-one session with our adviser. • The CIAG adviser will also conduct interviews and give guidance to pupil premium students to support them in making subject choices from year 9 to GCSE options in Year 10 and for Year 11 deciding on A level/KS5 pathways. 			<p>HJo with D Ritchie</p>	

Desired outcome	Chosen action / approach	What is our evidence and rationale for this choice?	How will we ensure it is implemented?	Staff lead	When we will review the implementation
E School engages more parents of PP students to help them to support their son/daughter in their learning	<ul style="list-style-type: none"> Y7-11 More evenings and coffee mornings to be run to enable us to share strategies with parents on how to support students with their learning, home learning, literacy, numeracy and revision Hold a Y7 PP and SEND evening in first half term Y7 Follow up meeting with parents who attended Y7 Meet parents who did not attend Run a club for Y7 PP students Y8-10 phone parents of PP students to invite to parent consultation evenings and year group events Y11 PP phone parents to encourage them to attend all parents evenings including RAP and follow up if they do not attend 			HJo RPe, HKh and HoY	
Total budgeted cost					£20,000
ii. Targeted support					
Desired outcome	Chosen action / approach	What is our evidence and rationale for this choice?	How will we ensure it is implemented?	Staff lead	When we will review the implementation
High levels of progress in examination literacy for all Year 10 and 11 students eligible for PP	SLT Mentors 6 th form mentors Reading plus Y10 One to one literacy support Practice extended writing Handwriting practice Practice for PP students with access arrangements Small group with tutor	We have used these interventions previously and know they are successful for individual PP students Targeted support and mentoring helps Y11 students particularly after their trial examinations in November and once they know their results in December	HoY11 and HoF/D planning intervention	HJo	After GCSE results August - September
Total budgeted cost					30,000

iii. Other approaches					
Desired outcome	Chosen action / approach	What is our evidence and rationale for this choice?	How will we ensure it is implemented?	Staff lead	When we will review the implementation
To improve the achievement of all PP students	<ol style="list-style-type: none"> 1. Staff training 2. Whole School Interventions including RAP evenings 3. Summer School 4. Supporting Literacy including KS3 Lexia and Reading Plus 5. Staffing 6. Breakfast and Homework Clubs 7. Academic Mentoring 8. Curriculum/Teaching, Learning and Assessment In-class resources requested by departments. 9. Resources for Inclusion and Access Arrangements 10. Counselling 11. Art Therapy 12. Careers Information Advice and Guidance 	See review of previous year below	Use the SEF/SIP plan from last year for these other approaches	HJo	Continually throughout the year and fully in October 2019
Total budgeted cost					£

5. Attainment: For Year 11 2017-18				
	Pupils eligible for PP Ashlyns 2018	Pupils not eligible for PP Ashlyns 2018	Comment	National average for all students
Average total Progress 8	-0.325 upper conf int 0.189 lower conf int -0.839	0.449 upper conf int 0.634 lower conf int 0.264	The PP P8 score has improved from -0.99 last year *see comment at end of this document	
5 x standard pass (9 - 4) including English and Maths	31.8%	74.0 %		
5 x strong pass (9 - 5) including English and Maths	22.7%	55.8%		
Pupils achieving a positive overall P8 score	40.9%	66.5%		
Average English Progress 8	-0.010	0.680		Not available
Average Maths Progress 8	-0.489	0.187		Not available

6. Review of expenditure 2017-18	
Previous Academic Year	<p>The allocation for 2017/2018 was £157,040</p> <p>Many of the strategies we have employed for pupil premium students have had a positive impact on the achievement of our students as can be seen by a number of our data measures. It must also be remembered that these strategies have improved the learning and well-being of students in qualitative ways which are often difficult to measure; such as improved confidence, motivation, engagement, behaviour, aspiration, resilience, determination and attitude to learning.</p> <p>This section of the report highlights the strategies we have put in place, the costing and the impact of the interventions on the learning and emotional well-being of our students. Many of the strategies we have used have been researched by Sutton Trust and the Education Endowment Foundation (EEF).</p> <p>We implemented many of the strategies that we used in 2015/2016 with our current PP students. We continued to monitor, evaluate and quality assure the interventions throughout the year. A result of this was to adapt or discontinue some of the strategies in light of our findings, further EEF research and value for money indicators. An additional priority for us was to increase the engagement and communication with parents.</p> <p>Quality First Teaching is important to the progress of all students. The strategies we have used to improve the quality of teaching and learning for all students including our pupil premium students and the cost of these strategies has been met mainly by our central budget.</p>

i. Quality of teaching for all				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost/other budget
To improve the achievement of all PP students	Staff training including: <ul style="list-style-type: none"> effective feedback, differentiation, use of additional information sheets, planning, target setting, tracking, literacy and numeracy Performance Appraisal includes a target on Teaching and Learning with an emphasis on outcomes for Pupil Premium students and a target which includes improving feedback. 	Marking and feedback have improved EEF research shows increased feedback can have a potential gain of +8 months	Consistency in marking and feedback is a whole school priority in 2017-18. We also need to extend this to include students acting on the feedback they receive and reflecting on their learning	Training and Inset
	Whole School Interventions including Raising Achievement Programme (RAP) evenings Many of our students benefited from timely intervention both during school and during the holidays. There have been two 'Raising Achievement' evenings for parents to learn how best to support their son/daughter. We have used a company called 'MADE' to present a revision day for Year 11 students. All pupil premium students have received a complete set of revision guides, CDs and a memory stick containing subject specific revision and examination practice papers. We piloted a new online tutoring service for some of our Pupil Premium students so that they can access further support from home.	These additional revision sessions, across all subjects, have enabled students to be better prepared for end of year, trial and GCSE examinations. EEF research shows that after school sessions have a potential gain of +2 months EEF research shows that parental involvement can have a potential gain of +3 months	We will continue with this strategy in 2018-19 and include more opportunities for parents to attend sessions which support them to help their child's learning	RAP + £2000

ii. Targeted support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost/other budget
To improve the achievement of all PP students	<p>Summer School</p> <p>We decided to use some of our Pupil Premium funding to run a Summer School in August 2017. Activities have been targeted for these students throughout their Year 7 to include a reading challenge, visiting authors and trips to theatres and cinemas.</p>	<p>It was successful in enabling students to become much more confident in transition from their primary schools to Ashlyns.</p> <p>EEF research shows that summer schools can have a potential gain of +2 months</p>	We will run this again.	£4,000
	<p>Mentoring Y11 – SLT and peer</p> <ul style="list-style-type: none"> • SLT and teacher mentoring for Year 11 Pupil Premium students. • Sixth Form Peer tutoring/mentoring A number of students were offered support from a sixth-form student in English and Maths lessons and mentoring in other subjects • Support for individuals from Youth Workers 	<p>SLT targeted support has helped students to focus on key aspects mostly in one or two subject areas including revision, completing controlled assessment, improving attendance.</p> <p>EEF research shows that Mentoring can have a potential gain of +1 month EEF research shows that Peer Tutoring can have a potential gain of +6 months</p>	Start immediately after trial examinations	Central

Chosen action /approach	Estimated impact:	Lessons learned	Cost/other budget
<p>Supporting Literacy</p> <ul style="list-style-type: none"> • KS3 Lexia and Reading Plus • Support for students' Numeracy and Literacy skills in form time • Use of Learning Resource Centre 	<p>English GCSE results improved</p> <p>EEF research shows that phonics can have a potential gain of +4 months</p> <p>EEF research shows that support with reading can have a potential gain of +5 months</p>	<p>We have identified a need to prepare Y11 students for the literacy demands across all subjects</p>	<p>PP funding plus use of catch-up funding</p>
<p>Staffing</p> <ul style="list-style-type: none"> • We have increased the number of teaching assistants to support pupil premium students who have SEND • We have increased our administration capacity in order to support senior leaders, Heads of Year and teachers to deliver access arrangements, arrange interventions, to produce a provision map to keep a record of spending and the regular analysis of data in order to track progress of pupil premium students. 	<p>Targeted support has improved outcomes for individual students.</p> <p>EEF research shows that support from a teaching assistant can have a potential gain of +1 month</p>		<p>£43,540</p>

	<p>Breakfast and Homework Clubs Pupil Premium students have been able to join breakfast club every day before school. Students meet socially, under the supervision of one of our Teaching Assistants, in order to eat breakfast before the start of the school day. Homework club has been held after school every week day. Pupil Premium students are encouraged to attend so that they can have support to complete homework and access to resources and computers.</p>	<p>Students have benefited from this additional support EEF research shows that after school sessions can have a potential gain of +2 months EEF research shows that digital technology can have a potential gain of +4 months EEF research shows that homework club can have a potential gain of +5 months</p>	<p>We will run these again but need to encourage targeted PP students to attend</p>	<p>£14,000</p>
	<p>Chosen action / approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost/other budget</p>
	<p>Academic Mentoring We have learning mentors to support students on an individual basis when the need arises. We use a proportion of the Pupil Premium funding to buy support for our students from an Academic Mentor. We use external agencies to provide counselling and support for families and students. This social and emotional support ensures that students are able to focus in lessons and we have students who have improved their confidence to become better at communicating and more able to engage in lessons and improve their behaviour.</p> <p>We have learning mentors to support students on an individual basis when the need arises. This year, we introduced Art Therapy for a few of our most vulnerable students. We use a proportion of the Pupil Premium funding to buy support for our students from an Academic Mentor. We use external agencies to provide counselling and support for families and students. This social and emotional support ensures that students are able to focus in lessons and we have students who have improved their confidence to become better at communicating and more able to engage in lessons and improve their behaviour.</p>	<p>Students have benefited from this additional support EEF research shows that Social and Emotional learning can have a potential gain of +4 months</p>	<p>We need to increase the staffing in learning mentor team</p>	<p>Central + £10,000</p>

	<p>EEF research shows that Social and Emotional learning can have a potential gain of +4 months</p>			
	<p>Chosen action / approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost/other budget</p>
	<p>Curriculum/Teaching and Learning In-class resources requested by departments. Teachers are incorporating more strategies in their lesson planning.</p>	<p>In-class resources requested by departments enabled improvements in teacher planning for differentiation and preparation of individualised resources. EEF research shows that learning styles can have a potential gain of +2 months</p>	<p>Interviews with pupil premium students show that they learn best in lessons which include: effective feedback, practical, role play, working in pairs or groups and in teacher led discussions.</p>	<p>£6,000</p>
	<p>Resources for Inclusion and Access Arrangements</p>	<p>Students were more confident in using their agreed access arrangements</p>	<p>Students need more practice in using their access arrangement support in lessons</p>	<p>SEND</p>

	<p>One to one and small group tutoring Targeted Pupil Premium students have had one-to-one or small group sessions with our teachers and/or external tutors for English and Mathematics. This was mainly focused in KS4 but also provided in Year 7. We have continued one-to-one sessions for students in KS4 Science. Other small group activities have included reading buddies, handwriting support and literacy development including</p>	<p>Many of our students improved their results between the trial examinations and GCSE as a result of QFT, revision, small group and one to one sessions EEF research shows that 'One-to-One' Tutoring can have a potential gain of + 5 months EEF research shows that Small Group Tutoring can have a potential gain of +4 months</p>	<p>PP Students who receive this support say that it helps them to make progress</p>	<p>£36,000</p>
	<p>Chosen action / approach</p>	<p>Estimated impact:</p>	<p>Lessons learned</p>	<p>Cost/other budget</p>
	<p>Counselling /Art Therapy We have a counsellor and this year, we introduced Art Therapy for a few of our most vulnerable students.</p>	<p>Students complete a 'Strengths and Difficulties Questionnaire' (SDQ) before and after an intervention. Scores for all students are improved after this intervention</p>	<p>Very important for the emotional well-being of some of our PP students</p>	<p>Central + £14,000</p>

	<p>Careers Information, Advice and Guidance We aim to raise the aspirations of students. Our Careers Adviser supported all students to arrange work experience placements in Year 10. All pupil premium students in Year 11 took part in the Morrisby questionnaire which gave them detailed feedback about possible further education and career paths. This was followed up by a one-to-one session with our adviser. The CIAG adviser also conducted interviews and gave guidance to pupil premium students to support them in making subject choices from year 9 to GCSE options in Year 10 and for Year 11 deciding on A level/KS5 pathways.</p>	Student voice	We will not use the Morrisby test for all Y11 PP students next year as some students found the three hour test too demanding	£3,000
--	---	---------------	--	--------

iii. Other approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost/other budget
To improve the achievement of all PP students	Support for trips, visits and extra-curricular activities Pupil Premium funding has been used to support students to take part in trips, visits and activities which they may not have previously been able to do. Music lessons. This 'trips and visits' category includes extra-curricular activities, Duke of Edinburgh, reward trips, Sky Sports programme, Extended Learning and Activity Days.	Students felt able to take part in activities that they previously could not afford to do. Students were motivated by the experiences. EEF research shows that outdoor learning can have a potential gain of +3 months EEF research shows that involvement in sports clubs can have a potential gain of +2 months	We know that these approaches do not necessarily have an impact directly resulting in improved student progress but we feel that the benefits for the PP students' self-esteem help them to take a full part in school life.	£9,500
	Uniform, chromebooks, travel and other We have supported the purchase of uniform and PE kit for some of our Pupil Premium students. For some families, in financial difficulties, we have helped to fund transport to and from school. We have provided resources for individual students for example; lockers, bags, stationery, reading books, dictionaries and loan of chromebooks.	Students did not feel 'different' to other students who can afford these items.		£16,000

7. Additional detail

*** Although the gap has narrowed in the case of some performance indicators it remains a key priority for Ashlyns School as the gap needs to be reduced further.** The impact of Pupil Premium Funding on Achievement will be reviewed annually when we have access to validated data for GCSE in November 2019.

Heather Jones
Deputy Headteacher