

Pupil premium strategy statement 2021/22

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 | Ashlyns |
| Number of Year 7-11 pupils in school | 1230 |
| Proportion (%) of pupil premium eligible pupils | 13% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021/22 - 2023/24 |
| Date this statement was published | December 2021 |
| Date on which it will be reviewed | July 2022, 2023, 2024 |
| Statement authorised by | James Shapland, Headteacher |
| Pupil premium lead | Hash Khalil, Assistant Headteacher |
| Governor / Trustee lead | Rebecca St. John |

Funding overview

| Detail | Amount |
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| Pupil premium funding allocation this academic year | £169,020 |
| Recovery premium funding allocation this academic year | £24,505 |
| 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 | £193,525 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim for all students is to provide the best opportunities and support so that they are able to flourish and succeed. Our school was founded to care for the most vulnerable children in society and we pride ourselves on our determination to ensure this remains a high priority. It is our ambition to provide care and support for all of our disadvantaged students in receipt of PP funding as well as those who are vulnerable in other ways such as those who are CIN (child in need).

A key part of the action plan is to address the fact that disadvantaged students have been disproportionately impacted by periods of remote learning. As well as high quality teaching for all students, we will target more focused support to address individual learning challenges. We have also witnessed a quantified deterioration in engagement, self regulation and adherence to school rules and boundaries, mental health and well being and attendance for a significant number of students. All of these must be addressed if we want these students to reach their full potential.

As a school that has invested in the Hertfordshire Steps programme, we believe that a key part of securing improvements is building and developing positive relationships between school staff, students, their families and their peers. Feedback from these stakeholders has indicated to us how valuable this is. We are also aware that every student will experience challenges that are unique to their own circumstances so we are keen to foster a personalised Teaching and Learning (T+L) approach to supporting their progress. In addition, giving certain students the space to articulate their ideas and feelings, aspirations and frustrations will help them develop the greater self regulation required to take ownership of their learning and progress. These principles underpin much of our plan and the associated activities.

Challenges

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

| Challenge number | Detail of challenge |
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| 1 | Loss of learning (including reading comprehension and oracy literacy skills) by students from disadvantaged backgrounds, many of whom have been disproportionately adversely affected by extended time away from school owing to Covid19 |
| 2 | Disengagement with education leading to poorly developed self regulation towards learning |
| 3 | Lack of educational conversations regarding progress and guidance on achieving highly aspirational outcomes |

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| 4 | School not imparting the sufficient skills and knowledge to parents to act effectively as co-educators |
| 5 | Lack of boundaries and routines to support positive attitudes to learning and emotional regulation |
| 6 | Issues with mental health and wellbeing for some students cause them to be less well prepared to fully engage with learning, in many cases exacerbated by Covid |
| 7 | Low attendance/persistent absence for some students resulting in lack of learning |

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.

Our ambition is that the progress of disadvantaged students will become in line with their peers in all performance measures including progress, attendance and attitude to learning and behaviour. Incremental progress on these measures will be benchmarked following the reintroduction of national performance data tables and other data sets.

| Intended outcome | Success criteria |
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| | Incremental progress will be |
| Improve rates of progress (including literacy skills) across all year groups for students eligible for PP | Progress of students eligible for PP is in line with those who are not (internal and external assessments). Progress of PP students in any group in line with other PP students |
| More effective staff understanding and action on how to best support and promote students' progress through personalised T+L | Students make progress at least in line with expectations for core/foundation subjects Improved attendance in line with peers Improved attitude to learning scores in line with peers Evidence of personalised approach in QA and observations |
| Students develop and can articulate high aspirations for themselves in terms of: 1) positive behaviour and learning 2) education and career 'next steps' and know how to achieve them | Reduction of consequence points and increase in merits for targeted individuals so they are in line with peers Targeted students can articulate what their next steps are and how they need to achieve them Destinations data indicates aspirational choices appropriate to the individual and successful next steps |
| Parents are better able to support the learning of their children | Feedback from parents indicates increased capacity to support their child's progress Reduction in F1 points for PP students High (90%+) attendance at events in school |

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| Students develop more positive and well-regulated attitudes to learning | Reward and consequence points for PP students in line with peers Improved attitude to learning scores Increased extracurricular participation Targeted students partake in leadership opportunities |
| Support in place for students with wellbeing difficulties | Students are able to access a wide range of support and interventions, which leads to an improvement in their SDQ scores |
| Students improve their attendance | Students improve attendance so that it is in line with peers/school target |

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: £76,597

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <ul style="list-style-type: none"> Staff development to enhance T+L approaches including questioning, metacognition, digital pedagogy, revision techniques and Literacy, Numeracy and Oracy across the curriculum PP students prioritised in all aspects of Quality First Teaching. Use of INSET and focus group to keep this a high priority The T,L & Assessment of PP students is a focus on the QA cycle that Middle Leaders and SLT complete Bedrock for all students in Year 7 and 8 Form reading in Year 7 and 8 to improve reading and fluency Purchase of relevant books in the LRC, particularly graphic novels to engage students with lower reading ages | <p>In line with EEF research, staff CPD audit and school SEF, key areas of T,L&A are targeted in the CPD programme for the year.</p> <p>Monitoring the impact of the T,L&A training through QA cycle raises the profile of quality first teaching of PP students.</p> <p>PP students have on average a lower reading age than non PP students when they start in Year 7.</p> <p>Effective use of reading comprehension strategies give a potential gain of +6 months.</p> <p>We have used these interventions previously and know they are successful for individual PP students</p> | <p>1</p> <p>Improve rates of progress (including literacy skills) across all year groups for students eligible for PP</p> |

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| <ul style="list-style-type: none"> • PP coordinator interviews new Year 7 PP students (transition, LS strategies, extracurricular interests) • Effective strategies to support learning obtained from Y6 teachers • Learning support strategies (monitored and reviewed) • Sharing best practice regularly through staff/department meetings • Personalised T+L approaches including AfL • Use of intersectionality charts in departments to plan L+T in response to multiple barriers faced by individuals • Student Voice - focus groups with PP students to identify which interventions have been most impactful | <p>Individualised instruction strategies have a potential gain of +4 months</p> <p>Increased feedback (verbal and written) can have a potential gain of +6 months.</p> | 2 Staff understand and action how to best support and promote students' progress through personalised T+L |
| <ul style="list-style-type: none"> • Embed Steps approach/prosocial approaches - including Roots and Fruits briefings • Behaviour (R+C) analyses and response by HOYs and tutors • Emotional regulation activities introduced into the PSHE curriculum | Internal behaviour data shows that PP students receive more consequences of LLD and fewer merits in lessons. Feedback from PP students indicates distraction/disruption in lessons is the main barrier for some Self regulation (feelings and behaviours) strategies have a potential gain of +7 months | 5 Students develop more positive and well regulated attitudes to learning |
| <ul style="list-style-type: none"> • Whole school wellbeing programme • Encourage access of Mindfulness activities • Access to therapeutic support • Access to Tooled-Up Education resources for parents | PP student referrals to therapeutic support are above school average. | 6 Support in place for students with wellbeing difficulties |
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £78,379

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|--|
| <p>Catch up plan to address identified gaps in:</p> <ul style="list-style-type: none"> • Reading ages • Literacy skills • Maths - particularly with new scheme of learning • Science • Other subject curricula • SEND subject specific gaps • Social learning skills | <p>Reading tests Staff feedback First baseline testing</p> <p>Parent survey Subject reviews Progress data Parent survey</p> | 1 Improve rates of progress (including literacy skills) across all year groups for students eligible for PP |

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| <ul style="list-style-type: none"> • Home learning • School trips and experiences • Exams and revision strategies • PSHE curriculum • Small group literacy intervention on Lexia in Year 7 with a RA of under 10 and shared reading • Small group literacy intervention in Year 8 with a RA of under 11 on Reading Plus • Literacy intervention in Year 9 on Reading Plus • Ongoing monitoring of progress of groups of PP students (eg prior attainment, gender, SEN, low reading age) to highlight necessary targeted staff training, tutor/HOY interventions and parental support • Year 11 RAP (Raising Achievement Plan) • session 6 targeting PP students including revision strategies • Ongoing monitoring and actions by subject (FIPs) | <p>Parent survey Parent survey Parent survey Staff feedback</p> <p>As per challenge 1 above for literacy interventions. More intensive support is needed for those students with significantly lower literacy skills</p> <p>Monitoring of trends in progress needs to be an ongoing process in order to be responsive with appropriate interventions</p> <p>These focuses have a proven track record in identifying and supporting the progress individuals</p> | |
| <ul style="list-style-type: none"> • Staff coaches • Buddies (Year 13/11, Year 12/9, Year 10/8) • Oracy intervention group (cake and talk) • Monitoring of CEIAG received by PP students to ensure every student receives necessary guidance/experiences • Subscription to 'InvestIn' to access bursaries • Targeted CEIAG interventions (eg bursary, Year 9 option carousel, rockin ur teens, Investin) • Continue to work on the Gatsby Benchmarks for CEIAG for all students with an emphasis on supporting and challenging provision for PP students in all key stages • Pupil premium students in Year 11 will take part in the Morrisby questionnaire which will give 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 CEIAG 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 Year 11 deciding on A level/KS5 pathways. | <p>Peer tutoring strategies have a potential gain of +5 months</p> <p>% in Gatsby Benchmarks Giving PP students opportunities for CEIAG experiences % of PP students going into 6th form or College</p> | <p>3 Students develop and can articulate high aspirations for themselves in terms of: 1) positive behaviour and learning 2) education and career 'next steps' and know how to achieve them</p> |
| <p>Practical strategies to support parents acting as co-educators including:</p> | <p>Parental engagement strategies have a potential gain of +4 months</p> | <p>4 Parents are better able to</p> |

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| <ul style="list-style-type: none"> • Kathy Weston support (Year10 achievement group, use of Tooled-Up resources, KWE talks/webinars) • Ongoing engagement with parents to establish barriers to their supporting their child's learning through our PP support worker • Securing continued high attendance at events in school using the PP support worker to make contact and use the priority booking system • Share strategies with parents (and students) on how to support students with their learning, home learning, literacy, numeracy and revision (include resources from Kathy Weston) and monitor/support effective impact • SEND events • RAP (Raising Achievement Plan) | | support the learning of their children |
| <ul style="list-style-type: none"> • To research and secure a programme to support the learning behaviours of groups of students in Year 8+9 whole have been identified as being at risk of disengaging with school and learning with aim to start in Summer/Autumn 2022 | These students have been identified by the Heads of Year as being in need of a programme to improve esteem, aspirations, wellbeing and social learning skills | 5 Students develop more positive and well-regulated attitudes to learning |
| <ul style="list-style-type: none"> • Monitor and identify barriers to attendance/punctuality (as with whole-school approach), through HoYs, Pupil Premium Champion and Attendance Officer, and via fortnightly HoY attendance meetings. Also, put interventions in place on a case by case basis on the best route to support families to improve attendance • Post Autumn half-term a greater focus on PP students with PA, including use of PP support worker who has a good relationship with families, to remove individual barriers to good attendance | Attendance issues are personal to each student, but PP students have lower attendance on average than non-PP | 7 Students improve their attendance |
| | | all |

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

Budgeted cost: £38,549

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <ul style="list-style-type: none"> • Expanded Summer school | Summer schools offer a potential gain of +3 months. Focus on social aspects of learning in response to loss of time in school. | 1 |
| <ul style="list-style-type: none"> • Breakfast club relaunch | Breakfast clubs have been shown to reduce hunger, improve focus in | 3 6 |

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| <ul style="list-style-type: none"> • After school study support relaunch • Increased extracurricular participation to promote social learning including DofE • Leadership opportunities • Funding support for resources and experiences that support learning as required | <p>class and punctuality to school (DfE)</p> <p>Increased attendance at after school study support gives an opportunity for students to improve their independent learning routines in a structured supportive environment</p> <p>Research has found strong evidence of a link between extra-curricular activities and educational outcomes as well as other positive outcomes, such as soft (especially social) skills. (DfE)</p> <p>Ensuring that students are fully equipped and able to participate fully in any opportunities given them is essential to support their learning</p> | <p>1</p> <p>5, 6, 7</p> <p>all</p> |
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Total budgeted cost: £193,525

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.

Our TAG attainment data for disadvantaged students for 2021 was broadly in line with CAGs from the previous year and significantly higher than the 2019 attainment performance measures. This is part of continuing a four year trend of improving outcomes. However, the 2021 attainment gap between disadvantaged students and their non-disadvantaged peers, which had been steadily narrowing for the previous three years, has widened again to be in line with the 2019 outcomes. This is in all likelihood a reflection of the significant impact of Covid-19 on these students, as our tracking data matched the national picture in this regard. Despite this, there were significant efforts made throughout the year by teachers, pastoral and support staff to support these individuals. Significant CPD was invested to support teachers to deliver high quality live lessons in order to maximise engagement during periods of remote learning. This was coupled with close monitoring of disengagement with remote learning and subsequent interventions including regular contact with both parents and also students (either at the end of a live lesson to provide additional teaching input, or by the focus group by phone), along with ensuring access to necessary ICT and vulnerable students successfully being encouraged to attend on site provision. We also invested in the National Tutoring programme to provide remote maths tuition to small groups. This met with mixed success and we have looked

carefully to learn lessons on how to improve the efficacy of our provision this year. Undoubtedly, the more successful measure as part of the RAP was the provision of 'in-person' high quality small group tuition, which we regard as a worthy model to continue to invest in. Despite the challenges of the periods of lockdown, the implementation of the Bedrock programme (supported by a bursary research project) saw a significant improvement in reading ages of year 7+8 disadvantaged students, as did the more targeted literacy interventions.

We managed to provide a variety of CEIAG experiences including attending a virtual 'Rockin UR Teens' event, a bursary funded project supporting the aspirations of HPA girls and Morrisby testing and follow up interview for our year 11 disadvantaged students. Our destination data showed that every one of our students successfully progressed onto the next stage of their education, be it sixth form or college.

Although keen to promote peer mentoring activities, this was unfortunately not possible due to Covid restrictions, so this year we are developing a staff-student coaching programme alongside ambitions to explore the peer activities when circumstances allow.

We anticipated an increase in mental health and wellbeing issues over the year and proactively increased our capacity of therapeutic support from September. These practitioners ensured they continued to provide support remotely during periods of remote learning.

We have taken those successful aspects of the previous year to build upon in the new plan, whilst also incorporating new evidence of emerging challenges to develop our strategy.