# Pupil premium strategy statement – Ashley High 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, at the end of the year, will include the outcomes for disadvantaged pupils last academic year.

## School overview

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| Detail | Data |
| Number of pupils in school  | 110 (Y7-Y11) 18 (post-16) = 128 total |
| Proportion (%) of pupil premium eligible pupils | % (Y7-Y11) |
| Academic years that our current pupil premium strategy plan covers  | 2024-25 |
| Date this statement was published | October 2024 |
| Date on which it will be reviewed | October 2025 |
| Statement authorised by | Diane Wilson |
| Pupil Premium Lead | Mike Jones |
| Designated Governor | Clare Ogburn |

## Funding overview

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £ |
| Recovery premium funding allocation this academic year | £ |
| Pupil premium (and recovery premium\*) funding carried forward from previous years *(enter £0 if not applicable)**\*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.*  | £ |
| **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* | £ |

# Part A: Pupil premium strategy plan

## Statement of intent

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| At Ashley High School we have high expectations for all pupils in our school, and believe that with high quality teaching, effective engagement with parents and a personalised approach to meet children’s individual needs, every child can fulfil their individual potential, both academically, socially and emotionally, and become valued members of their community.In order to do this, we engage in a range of strategies to issue challenge at an appropriate level and provide support to overcome barriers to learning. We provide a rich, varied and functional curriculum, which provides an exceptional contribution to pupils’ outcomes, so that children are engaged and achieve well.Key interventions and approaches are adopted on a whole school level and are not only restricted to pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating Pupil Premium and/or Recovery Premium funding. Our strategies target the individualised needs of our children in receipt of Pupil Premium, with the main aim being that these children do as well as their peers with similar starting points, who are not eligible for the Pupil Premium.School leaders at Ashley High School are committed to ensuring that all of our disadvantaged pupils receive high quality teaching in every lesson and that disadvantaged children who have ‘fallen behind’ their peers with similar starting points, receive frequent intervention and daily support.Funding is allocated within the school budget by financial year. The budget enables us to plan our intervention and support programme year on year, based on the needs of the current cohort of children in receipt of Pupil Premium funding. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan. |

## Challenges

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

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| Challenge number | Detail of challenge  |
| 1 | Access to high-quality teaching practices, based on metacognition and up to date evidence based approaches |
| 2 | Lack of staff knowledge and expertise in the use of digital technologies to support and improve learning in the classroom |
| 3 | Use of resources to support staff in accessing effective CPD, developing a suitable curriculum and supporting staff well-being and retention |
| 4 | Access to suitable quality learning programmes and resources |
| 5 | Regular attendance  |
| 6 | Access to a range of alternative therapeutic support strategies to address individual SEN needs, enabling them to access the school curriculum |

## 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.

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| Intended outcome | Success criteria |
| Staff have up to date knowledge and understanding of pedagogy and sequential learning  | Pupils have access to high quality learning experiences, reflected in improved pupil progress |
| Staff have knowledge and understanding of digital technologies to support accessibility and inclusion  | Staff able to identify appropriate technologies to support and improve learning for individual pupils |
| Appropriate digital technologies used by pupils to enhance and improve pupil practice and enhance parental engagement | Pupils have the skills to use digital technologies safely and effectivelyPupils have access to a range of digital technologies that enhance their learning reflected in their engagement, motivation and progressIncreased parental engagement resulting in improved pupil motivation |
| Staff have time to access CPD and develop appropriate and effective programmes of study | Effective, and manageable, programme of CPD and evidenced based research in place linked to school priorities. Staff are able to more effectively manage work-load and have increased levels of motivation and productivity |
| A range of quality resources and programmes in place that support the delivery of a broad, balanced and suitable curriculum across KS3, KS4 and KS5 | Pupils access a range of quality resources and programmes that enhance learning and improve progress |
| A range of quality, small group and 1:1 numeracy and literacy (including phonics) interventions in place, that consider the SEND needs of our disadvantaged pupils | Evidence of positive pupil progress in terms of pupil’s numeracy and literacy skills |
| An effective attendance policy in place that identifies effective approaches to promoting and improving school attendance | Improved attendance figures, particularly for those disadvantaged pupils who are ‘persistent’ or ‘severe’ non-attenders |
| Pupils are regularly accessing appropriate therapeutic support  | Pupils are making progress both academically, socially and emotionally.Pupils are demonstrating positive behaviour and improved well-being and engagement. |
| Pupils have opportunities to engage in extra- curricular and out of school activities that promotes positive social interaction, communication and community cohesion | A range of extra-curricular activities and clubs in place and accessed by disadvantaged pupils |

## 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: £18,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Subscription to National College, School Bus and SSS Learning staff CPD platforms | “Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap”*“Effective Professional Development**Three recommendations for designing and selecting effective professional development” EEF* | 1, 2 and 3 |
| Buy in of supply teacher to support additional non-contact time for staff to access relevant CPD/mentoring | “Confidence in teaching skills is associated with more manageable workloads”*‘Teacher workload and professional development in England’s secondary schools: insights from TALIS’**Peter Sellen October 2016*“Evidence suggests that quality CPD has a greater effect on pupil attainment than other interventions schools may consider”*‘Evidence review: The effects of high-quality professional development on teachers and students’ Education Policy Institute* | 3 |
| Purchase of appropriate technology (and other resources) that allow pupils to effectively access the curriculum | “The question is no longer whethertechnology should have a place in theclassroom, but how technology can most effectively be integrated”*‘Using Digital Technology to Support Learning’ EEF* | 2, 4 and 5 |
| Subscriptions to appropriate remote learning platforms for non-attenders  | https://www.nisai.com/case-studies/ | 2 and 5 |

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

Budgeted cost: £26,000

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Small group and 1:1 interventions to promote literacy | “Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life”*‘Improving Literacy in Secondary School’ EEF* | 4 |
| Small group and 1:1 interventions to promote numeracy | “On average, one to one tuition is very effective at improving pupil outcomes”*‘One to one tuition’ - EEF* | 4 |
| Cost of staff to support small group and 1:1 interventions to promote and improve social communication and interaction | “There is a substantive body of international evidence to indicate that social and emotional skills based interventions, when implemented effectively in schools, can produce long term benefits”*‘What works in enhancing social and emotional skills development during childhood and adolescence February 2016’ National University of Ireland, Caloway* Individual pupil’s EHCPs | 1, 4 and 6 |
| Purchase of appropriate reading materials to support literacy interventions and reading for pleasure | “Reading for pleasure has been associated not only with increases in reading attainment but also with writing ability, text comprehension, grammar, breadth of vocabulary, attitudes, self-confidence as a reader, pleasure in reading in later life, general knowledge, a better understanding of other cultures, community participation, a greater insight into human nature and decision-making”*Clark & Rumbold, 2006; Howard, 2011; Wigfield & Guthrie, 1997* | 1, 2 and 4 |
| Subscriptions to appropriate literacy and numeracy programmes to support interventions | “Computer-based interventions appear effective, and some one-to-one methods have substantial positive results on pupils’ progress”.*‘Literacy and numeracy catch-up* *Strategies September 2018’ Department for Education* | 1, 2 and 4 |

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

Budgeted cost: £38,330

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| School Counsellor employed one day per week to provide 1:1 sessions for the more vulnerable PP pupils. | “School-based humanistic counselling is effective and should be considered as a viable treatment option for children suffering from mental health issues”*‘Humanistic counselling plus pastoral care as usual versus pastoral care as usual for the treatment of psychological distress in adolescents in UK state schools (ETHOS): a randomised controlled trial’ The Lancet Child and Adolescent Health*Individual pupil’s EHCPs | 5 and 6 |
| Occupational Therapist in place one day per week to provide person centred and evidence based assessment and intervention | “Occupational Therapists assist inclusive education and reduce barriers to participation for all students and in particular students with SEN”*‘How can Occupational Therapy help students at School?’ The Elite Spinal Sports Care*Individual pupil’s EHCPs | 4 and 6 |
| Speech and Language Assistant to provide individual support to PP pupils with identified Speech, Language and Communication needs and in class communication support | “There is a substantive body of international evidence to indicate that social and emotional skills based interventions, when implemented effectively in schools, can produce long term benefits”*‘What works in enhancing social and emotional skills development during childhood and adolescence February 2016’ National University of Ireland, Caloway*Individual pupil’s EHCPs | 4, 5 and 6 |
| Full time Emotion Coach in school to provide targeted social, emotional and mental health support | “Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn”*‘Senior mental health lead training’ Department for Education*Individual pupil’s EHCPs | 4, 5 and 6 |
| Full time Emotion Coach/Family Link in school to provide to support home/school interaction and provide targeted support for pupils  | “A whole school link worker/service can help support parents and families who find it challenging to engage in their child’s learning and feel excluded”*‘Engaging Parents and Families. A toolkit for practitioners.’ Education Scotland*Individual pupil’s EHCPs | 4, 5 and 6 |
| Breakfast club and after school provision in place | “Fully funded and universally available school clubs are hugely valuable at any time thanks to the impact on childrens learning, health and happiness”*‘The case for before and after school clubs.’ Child Poverty Action Group* | 5 |

**Total budgeted cost: £82,330**