# 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) |
| Proportion (%) of pupil premium eligible pupils | 64.5% (Y7-Y11) |
| Academic years that our current pupil premium strategy plan covers | 2024-25 |
| Date this statement was published | November 2024 |
| Date on which it will be reviewed | November 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 | £74,910 |
| 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* | £74,910 |

# 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 | Communication and language barriers that impact ability to engage with the curriculum and demonstrate their understanding |
| 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 and ability to transition (micro and macro) |
| 6 | Wellbeing and mental health concerns and lack of timely 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 |
| Pupils with communication difficulties will show improvement in their communication skills, as seen through assessments and positive feedback from teachers. | * Positive reports of enhanced verbal or alternative communication skills. * Achievement of communication-related targets * Increased pupil confidence in communication at home and in school * More active participation in group discussions and activities. |
| Staff to receive relevant digital skills training, resulting in an increased confidence and ability to integrate digital technologies into lesson planning and delivery. | * Increased Confidence - staff report higher confidence in using digital technologies post-training. * Lessons incorporate digital tools effectively. * Staff regularly access and use provided digital resources in their teaching. |
| Staff are provided with access to effective CPD opportunities to support them to establish a well-developed curriculum and reduce staff stress and work load | * Staff engage in appropriate CPD opportunities aligned with their professional development goals. * Staff express satisfaction with the resources and support provided for curriculum development. * Positive feedback on well-being initiatives through annual staff surveys. * Measurable increase in pupil engagement and achievement levels following the implementation of enhanced staff support and curriculum development. |
| Pupils have access to high-quality learning programmes and resources that support diverse learning needs and drive academic success. | * Classrooms are equipped with up-to-date and appropriate learning resources * Teachers incorporate appropriate learning resources and practical activities into their long- and medium-term plans * An increase in pupil engagement and satisfaction, as reflected in feedback collected and classroom observations. |
| Effective approaches in place to promote and improve school attendance | * Improved attendance figures, particularly for those disadvantaged pupils who are ‘persistent’ or ‘severe’ non-attenders * Positive feedback from pupils, parents, and staff on attendance initiatives through surveys and meetings, indicating greater awareness and support for attendance policies. |
| Pupils will feel more assured about their transitions and demonstrate improved ability to manage micro and macro transitions | * Pupils demonstrate increased confidence in managing transitions and expressing feelings of assurance about upcoming changes. * Teachers and support staff observe and report improved pupil adaptability and reduced anxiety during transition periods, both in daily activities (micro transitions) and major school changes (macro transitions). * Positive feedback from parents regarding their child's confidence and coping strategies during transitions, |
| Reduction in low level challenging behaviour among targeted pupils, and a majority of these pupils will report feeling better about their emotional wellbeing. | * A documented decrease in incidents of low-level challenging behaviour among targeted pupils, as recorded in behaviour logs and incident reports. * Positive changes in pupil self-reports or surveys indicating improved emotional wellbeing and a greater sense of self-regulation and calmness. * Reports from teachers noting improvements in pupils' behaviour and emotional regulation in classroom settings and during unstructured times such as breaks or lunchtimes. * Pupils accessing a range of therapeutic support in school and through agencies organised through school |

## 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: £14,910

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Cost of appropriate technology related CPD for teaching staff | “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 whether  technology should have a place in the  classroom, 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: £20,000

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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 |
| 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: £40,000

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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 | 1, 3, 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 | 1 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 | 1, 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 | 1, 3, 5 and 6 |

**Total budgeted cost: £74,910**