Pupil Premium Plan 2022/23 and Evaluation

Pupil Premium Grant (PPG) provides funding for two policies within schools:

• raising the attainment of disadvantaged pupils of all abilities to reach their potential

• supporting children and young people with parents in the regular armed forces

Currently Ashley High has no students in the second category.

Rates for eligible pupils

| **Disadvantaged pupils** | **Pupil premium per pupil** |
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| Pupils in years 7 to 11 recorded as Ever 6 or FSM (free school meals) | £985 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,410 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £2,410 |

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|  **Summary Information for Ashley High School** |
| **Academic Year** | 2022/23 | **Total PPG budget (inc PP+ funding)** | £62,725 | **Total PPG budget (not including PP+ funding)** | £48,265 |
| **Total number of pupils (Y7-11)** | 94 | **% of pupils eligible****(including LAC/ Post LAC)** | 58.51% | **Date of most recent PP review** | October 2022 |
| **Total number of pupils eligible for PPG (- LAC/Post LAC)** | 49 | **Number of LAC/ Post LAC pupils** | 6 | **Date for next internal review of this strategy** | February 2023 |

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| **Current Attainment** | **Overall Aim** |
| All students have an EHC plan. The majority and an increasing number of students are working below age related expectations. In general Ashley High PP pupils achieve the same or better than their non PP peers. | The targeted use of PPG will support us in achieving our personalised pupil offer for disadvantaged pupils. The strategic use of PPG will facilitate this group of pupils achieving their full potential and ensure when necessary they have full access to remote learning. |
| **Main barriers to future attainment (for pupils eligible for PP)** |
| A. | Social and emotional mental health, self-esteem, attachment, anxiety issues |
| B. | ASC related behaviours, Sensory and environmental needs |
| C. | Speech and language, social communication and interaction difficulties  |
| D. | Increasing number of PP pupils working below age related expectations |
| E. | Lack of enrichment and practical experiences |

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| **Projected and Actual Spend for 2022/23** |
| **PP Strategy ref:** | **Pupil Premium Forecast Spend** | **PP Actual Spend** | **Action/Approach** | **Target Groups**  | **Success Criteria/Evidence of Impact measures** |
| A | £8190 | **£6162** | **Counsellor/Reiki Therapist** employed one day per week  | 1-1 counselling sessions for the more vulnerable PP pupils.  | The more vulnerable pupils will access 1-1 counselling sessions with a trained counsellor. Pupil and family anxiety levels will be reduced and strategies given to deal with personal issues, including anxieties linked to the pandemic. Improved emotional wellbeing, self-esteem and resilience in targeted PP children. Impact evidence for individual PP pupils will be available.September 2023 – A total of 9 pupil premium pupils accessed counselling sessions. Pupils felt they had benefited from seeing the counsellor and had an opportunity to speak to someone that was not connected to/independent from school and school staff. Verbal feedback confirmed that they liked the opportunity to discuss their problems in a confidential environment. Parents were all asked for consent when a referral to counselling was made. Parents have expressed that working with the counsellor has helped their child work through problems and in some cases have reduced anxiety levels.  |
| B | £13,300 | **£11,670** | **Occupational Therapist** for one day per week | All PP pupils with sensory issues, including initial full sensory assessments and report for Year 7 pupils  | OT specialising in sensory needs will work with pupils using the ALERT programme. Identified pupils will have a full sensory assessment with a written report then provided for families advising on specific targets and resources. Resource materials will be made available to parents where appropriate. Summary reports of progress will be available to support annual reviews/ PEPS.September 2023 – 22 PP eligible pupils saw the OT throughout the school. ALERT programme completed with all Year 7 which included 11 PP eligible children. Yr 7 staff have confirmed that this helped to improve pupil’s emotional recognition and regulation. Each child has identified strategies that they can use independently to regulate their emotions. Written reports are provided to specific families as part of the annual review process. The biggest impact has been seen in a number of children who have reduced the number of warnings received and there has also been a decrease in the number of physical restraints. The OT worked with a group of 3 PP premium children to improve fine motor skills. This has helped them to develop their skills and through collaboration with staff, has given them strategies to use with pupils in their own lessons. There are also a range of individual resources/strategies in place to enable PP pupils to access the learning environment. |
| C | £10232 | **£27,879** | **Speech and Language Therapist** employed for two days per week | All PP pupils with identified Speech, Language and Communication needs (SLCN) | Access to specialist SALT support (2 days per week) and follow up HLTA support (including social stories) will enable more pupils to develop ability and more confidence in speaking in groups and in 1-1 situations. Individual baseline Language Screen reports will be carried out for all new Y7 PP pupils and for those accessing SaLT support for the first time. SaLT care plans and progress reports will be produced for all pupils receiving this support and will be available for annual reviews/PEPs. HLTA will continue to develop own skills enabling the SLCN support and strategies to continue throughout the week. Social Communication Assistants in school 4 days per week provides specialist communication support in class. This support is tailored to pupil’s individual social communication needs. The assistants differentiate the teachers input in real time and support the identified students to engage in conversation and interact with each other.September 2023 – The Soc Com assistant went on Maternity towards the end of the previous academic year. She decided not to return in September 2022 and we found that we were unable to replace her. As a result the SaLT contract was re-negotiated to enable the SaLT already in school 2 days a week to work for 4 full days and combine the two roles. This has proved highly effective as the SaLT knows the pupils extremely well and it has enabled a more holistic approach to the Soc Com role. 49 PP pupils have accessed SaLT and nearly all PP pupils have accessed the Soc Com assistant element of the role in timetables lessons. This has taken the form of 1:1 support and group support. This role has enabled more pupils to develop ability and more confidence in speaking in groups and in 1-1 situations. It has also helped promote pupil independence and access to lessons through the use of personalised resources/strategies, simplified language and targeted support. Individual baseline Language Screen reports have been carried out for all new Y7 PP pupils and for those accessing SaLT support for the first time. Progress reports provided for annual reviews and PEP meetings. HLTA has further developed own skills enabling the SLCN support and strategies to continue throughout the week.SaLT has delivered whole school training on ‘Use of and Understanding of Language’, ‘Visual Supports’ and ‘Blank Questioning’ |
| C | £8159 | **Social Communication Assistant** | All PP pupils with identified Speech, Language and Communication needs (SLCN) |
| A,B | £5000 | **£5000** | **Towards the cost of the Emotion Coach/Family Link role** (resources, personalised interventions and training) | All PP pupils with high anxiety levels (often ASC/SEMH related) in need of emotional support.  | Emotion coaching sessions will work on personalised programmes helping to reduce anxieties and emotional issues helping to improve individual pupil’s ability to manage their own emotions, anger and behaviour. Personalised case studies will show evidence of impact, including a reduction in incidents with improved behaviour, self-esteem, emotional wellbeing, readiness to learn and reduced anxiety in the home. We now have two emotional support coaches. September 2023 – We now have 2 staff providing emotional support, one of which also does the Family Link Role. The Emotional Support Coach has worked with 30 PP pupils. The other Emotion Support Coach/Family Link has worked with 27 PP PupilsOne Emotion Coach is completing DfE Senior Mental Health Lead training. This will further develop her role and she is implementing skills and strategies learned from this to the benefit of our pupils. Emotion coaching sessions for PP pupils have worked on personalised programmes helping to reduce ASC related anxiety, build resilience and improve individual pupil’s ability to manage own emotions, anger and behaviour. Additionally, they have completed work with PP pupils on social anxiety, exam stress, building and maintaining positive friendships and relationship advice. Pupils benefit from this and develop good relationships with both members of staff. This has supported pupil and staff relationships through mediation and restorative practice. An overall improvement in behaviour has been seen over the course of the year in pupils that have worked with the Emotion Coaches. Wider support for families as a result of issues relating to trauma/bereavement. Personalised case studies will show evidence of impact, including a reduction in incidents with improved behaviour, self-esteem, emotional wellbeing, readiness to learn and reduced anxiety in the home. Support for staff has also helped staff to be aware of concerns/issues for individual pupils and support them more effectively. Additionally, the Family Link has worked closely with PP EBNSA pupils to complete well-being checks, offer advice and support families.  |
| D | £1,000 | **£1000** | **Staff Training** | For all Y7-11 PP  | Training on Phonics to support pupils who are underachieving in literacy. This will allow staff to develop appropriate intervention programmes. September 2023 – Phonics training completed over 2 sessions in September 2022 and as a result a programme of intervention and whole class phonics sessions was implemented. 22 PP pupils directly accessed this support and an additional 3 PP pupils accessed 1:1 and small group intervention in year 9. Many staff incorporated understanding of Phonics on the Performance Management and Appraisal documents and it is now a whole school focus as we continue to work with the Phonics/Literacy working party to develop phonics and intervention at a whole school level.  |
| D | £2384 | **£2901** | **Literacy/Numeracy Resources to support lower ability pupils**  | All PP pupils identified as underachieving in Literacy/Numeracy | Phonics resources and age-appropriate literacy materials to support increasing numbers of pupils working below age related expectations. (Twinkl Phonics) White Rose Maths programme that enables less academic and disadvantaged pupils to access Maths activities and qualifications at a suitable levelDoodle Maths intervention online programme to support less academic and disadvantaged pupils with Maths sessions and homework.ExamPro Maths subscriptionSeptember 202 – Twinkle Phonics, White Rose Maths and Doodle Maths have been purchased and are were used by all PP pupils. In addition, we have purchased Rapid Reading materials and now have a subscription to the Halton Library service which supports reading for pleasure within school and supplies appropriate reading materials and resources for all areas of the curriculum for all pupils.  |
| 2022/23 | £48,265 | **£54,612** |  |  |  |
| **PLEASE NOTE**: Pupil Premium is only one funding grant. **All** pupils are well supported through other grants/school budget share.\***The additional cost of strategies has been taken from general capitation in the school budget as they were already identified as school priorities** |