# 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 | 99 (Y7-Y11) 15 (post-16) |
| Proportion (%) of pupil premium eligible pupils | 55.55% (Y7-Y11) |
| Academic years that our current pupil premium strategy plan covers | 2023-24 |
| Date this statement was published | October 2023 |
| Date on which it will be reviewed | October 2024 |
| 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 | £56,810 |
| Recovery premium funding allocation this academic year | £25,520 |
| 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.* | £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* | £82,330 |

# 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 effectively  Pupils have access to a range of digital technologies that enhance their learning reflected in their engagement, motivation and progress  Increased 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 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: £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**

# Part B: Review of the previous academic year

## Outcomes for disadvantaged pupils

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| Intended outcome | Evaluation |
| Staff have up to date knowledge and understanding of pedagogy and sequential learning | School have used a series of strategic actions throughout the year. We conducted several whole-school research sessions and also dedicated Twilight CPD sessions focusing on pedagogy and the science of learning, utilising resources such as "Deans for Impact" to enhance staff understanding. Long and medium-term plans were meticulously reviewed and revised to focus on specific learning outcomes that directly link to the curriculum plans, ensuring a coherent and sequential approach to teaching. Additionally, the school invested in concrete and practical resources to support focused and sequential learning. As a result of these efforts, staff were better equipped to deliver high-quality, evidence-based instruction tailored to the needs of all pupils, including those supported by pupil premium funding. Staff confidence also increased. The impact on PP children was significant, as they benefitted from a more structured learning environment that supported their academic progression. This approach led to improved engagement, understanding, and retention of knowledge, ultimately enhancing their educational outcomes. The purchase of subscriptions to the School Bus and National College was beneficial in allowing staff to access training and research as a whole staff but also CPD specific to their individual subject areas.  Evidence- whole school data, CPD logs, research sessions and feedback, school calendar, Curriculum Policy, T&L Policy |
| Staff have knowledge and understanding of digital technologies to support accessibility and inclusion | A survey of technology and staff knowledge/confidence was carried out. The purchase of the School Bus and National College subscriptions meant that staff were able to access online courses and webinars. This enabled staff to start developing confidence in this area. Access to current best practices and new technologies helps staff stay informed about the latest in assistive technology, directly benefiting pupils.  As the year has progressed the focus of this outcome has changed direction to address the importance of ensuring that all pupils had access to the low and medium assistive tech resources that has been highlighted in their EHCP’s. As a result, we have worked closely with TA’s to support them in producing a box of AT resources to ensure that all pupils have access to them in the classroom. This has been shared with staff. Ensuring that all pupils have access to assistive technology, as highlighted in their EHCPs, addresses equity by providing necessary tools for learning.  SEN register identifying area of need and provision needed to support need has been produced. This has made it easier to target individual children’s needs. Efficient resource allocation now means that staff can more easily identify which resources and strategies are needed for individual pupils, facilitating timely and appropriate support.  Evidence- subject progress data, SEN school Register, AT resource boxes, staff CPD record, AT survey |
| Appropriate digital technologies used by pupils to enhance and improve pupil practice and enhance parental engagement | Additional laptops have been purchased so that all PP children have access to these in lessons. Microsoft 365 is provided for them to access digital technologies which gives access to immersive reader. Text-to-Speech Software has helped some pupils with reading difficulties by reading text aloud. We hope to use this with more disadvantaged pupils now that we have seen the benefits.  The purchase of keyboard overlays for individual pupils has assisted pupils who struggle with upper/lower case letter recognition, enabling them to participate more fully in lessons  The purchase of interactive learning apps like Kahoot! and Primary Languages Network has made learning more engaging through gamified quizzes and flashcards. This has increased pupil engagement and helped make the curriculum more accessible. It has made learning more enjoyable, helping to bridge the educational gap for disadvantaged pupils  The purchase of video conferencing tools (Zoom and Microsoft Teams) has allowed for virtual parent progress meetings and annual reviews, making it easier for parents to attend regardless of location or time constraints. Engagement of parents in annual reviews has significantly increased.  Evidence- subject progress data, laptop register, resources in classrooms, lesson observations, record of attendance at parents evening and annual reviews |
| Staff have time to access CPD and develop appropriate and effective programmes of study | Funding of a supply teacher to give additional prep time to teachers has enable staff to access additional CPD through a variety of online subscriptions (National College, School Bus, SSS Learning). It also allows staff to engage in face to face courses where appropriate. This enhanced teaching quality directly contributed to improved pupil engagement and learning outcomes, which is especially crucial for our PP children. This has also helped to facilitate the maths co-ordinator accessing a ‘Maths Mastery Network’. This has benefitted the member of staff in her confidence in delivering practical and functional lessons to pupils and in her ability to share these skills with other staff and collaborate on how to address any gaps in pupil knowledge. All CPD is linked to the SIP and current research. This ensures close alignment to school priorities. Staff feedback is clear that they feel that this is beneficial and they are able to plan and deliver more effective and engaging lessons, improving pupil engagement and outcomes. It is helping staff manage work-load and reduce stress. Staff have also been able to use this additional time to focus on long and medium term plans. This strategic planning ensures a cohesive and outcome-led curriculum, which is pivotal in improving pupil outcomes and motivation. We have seen how for our disadvantaged children, a well-structured curriculum that considers their unique needs and potential barriers to learning has been essential in fostering academic success and personal growth.  Evidence – Staff training logs, prep day record, long term plans, medium term plans, staff PM, subject progress data. |
| 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 | Subscriptions have been purchased for White Rose Maths, My Maths, Doodle Maths, Lexia and Star Reader. These programmes have provided PP pupils with personalised and engaging learning experiences. These platforms offer adaptive content that caters to individual learning needs, helping to build confidence and independence. They have also provided detailed progress tracking, enabling targeted support to close attainment gaps. By making learning interactive and accessible, these tools have helped PP pupils improve their literacy and numeracy skills both in and out of the classroom. This has been seen in both literacy scores and Maths outcomes.  The purchase of a Nisai subscription for a PP pupil who could not engage in school face to face, has played a crucial role in improving outcomes for him by providing flexible and personalised online learning opportunities. The supportive virtual environment has helped to build confidence and resilience, leading to improved academic performance and personal development.  The purchase of a diverse range of books has supported disadvantaged pupils by enhancing their reading fluency and fostering a love for reading, which in turn has improved their literacy skills and overall academic engagement.  A subscription to the School Library Service has also boosted the number and quality of books available for reading for pleasure, but also enhanced teaching through the use of subject specific materials.  Authors have been invited into schools. This has helped PP children develop their interest in books and bring literature to life.  CAT tests were purchased to ensure that we were able to baseline pupils and use data effectively to set flight paths and target set appropriately to ensure the best outcomes for all pupils.  Android tablets were purchased for all staff to record pupil’s engagement and progress and have been useful tools to help showcase pupil work, particularly in practical subjects. Another advantage of these has been through the use of Class Dojo on these tablets as this has boosted parental engagement.  Evidence – Maths and English progress data, phonics data, online data for individual online programmes, attendance (Nisai), Reading records and scores |
| 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 | We have implemented targeted strategies that addressed the SEND needs of disadvantaged pupils. Specific staff members deliver small group and 1:1 interventions focusing on numeracy, literacy, phonics, working memory, and dyslexia for all KS3 pupils. The school subscribes annually to Twinkl, enabling staff to access suitable phonics and curriculum resources that support learning at an appropriate level. Additionally, suitable resources were purchased to aid dyslexic pupils.  These interventions have a significant impact on PP children, who demonstrate marked improvements in their basic skills. By receiving personalized attention and tailored support, PP pupils are better able to overcome learning barriers, leading to enhanced academic performance and an overall improvement in their Phonics phase data and numeracy scores. The targeted interventions not only boost their numeracy and literacy skills but also increase their confidence and engagement in the classroom. As a result, PP children experience improved educational outcomes, contributing to their overall development and success within the school environment.  Evidence – phonics data, individualised notes for pupils from intervention leads. Reading records and scores. Phonics case studies, Numeracy scores |
| An effective attendance policy in place that identifies effective approaches to promoting and improving school attendance | Updated Attendance policy is now in place, along with updated Attendance Action Plan that looks to positively promote and reward good attendance through input of school therapies and school’s Family Link Officer, purchasing of resources for ‘Reward’ sessions on Friday afternoons, establishing and promotion of Breakfast Club, Nisai subscription for one Y11 pupil who is not able to attend school as a result of anxiety, and attendance financial rewards.  School attendance data suggests that pupil attendance at Ashley High School has increased since 2022-23.  This data shows a 1.46% increase in whole-school attendance between 2022-23 (85.66%) and 2023-24 (87.12%).  Figures demonstrate that attendance has also improved during the first eight weeks of each academic year  (2022-23 = 86.03%, 2023-24 = 88.43%, 2024-25 = 92.53%)  For Pupil Premium pupils, the figures are as follows –  PP pupil attendance increased from 83.77% in 2022-23 to 86.71% in 2023-24  PP pupil attendance during the first eight weeks of 2022-23 was 85.27%  PP pupil attendance during the first eight weeks of 2023-24 was 87.73%  PP pupil attendance during the first 8 weeks of 2024-25 was 92.59%  DfE ‘Pupil Attendance in Schools Headline Facts and Figures’ suggest that attendance at Ashley High School is now higher than the national average for special schools from -0.74% (2022-23), to +2.23% (Autumn & Spring 2023-24)  Evidence – SIMS, Attendance ‘Headline Facts & Figures’ Attendance Policy, Attendance Action Plan, Attendance Case Studies |
| Pupils are regularly accessing appropriate therapeutic support | We have implemented a comprehensive approach by providing a wide range of therapy inputs. Pupils benefit from tailored sessions with school Emotion Coaches, Occupational Therapy, Speech and Language Therapy (SaLT), Family Link services, and School Counsellors. These therapies offer resources and strategies that support pupils' individual needs.  As a result of these interventions, pupils, including those receiving Pupil Premium funding, make notable progress academically, socially, and emotionally. They demonstrate positive behaviour, improved well-being, and enhanced engagement in school activities. For PP children specifically, this support is crucial in bridging the gap by addressing barriers to learning and promoting emotional resilience. The targeted therapeutic interventions lead to increased confidence, better peer interactions, and a stronger ability to manage emotions, ultimately contributing to a more inclusive and supportive school environment. Pupils are demonstrating positive behaviour and improved well-being and engagement.  Evidence – Therapy Case Studies, pupil feedback, Behaviour tracking data |
| 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 are in place and accessed by disadvantaged pupils. These include Breakfast Club, after school clubs, Dungeons & Dragons club, EFC in the Community, Mako, Inclusivitee, SEND R US CiC. The impact of some of these clubs include:-  Breakfast Club: By providing a nutritious start to the day, the Breakfast Club ensures that disadvantaged pupils are ready to learn and engage with their peers. This club fosters social interaction and community spirit.  Mako and Inclusivitee: These clubs focus on inclusivity and, encouraging pupils to embrace different perspectives and backgrounds. This promotes a sense of belonging and community cohesion among pupils.  SEND R US CiC: This club specifically supports pupils with special educational needs and disabilities, ensuring they have tailored opportunities for social interaction and communication. It strengthens community ties by promoting inclusivity.  These clubs collectively ensure that disadvantaged pupils have access to enriching experiences that enhance their social skills, communication abilities, and sense of community. Importantly, the number of pupil premium (PP) children attending these clubs has now increased, leading to greater engagement and participation. This increase has positively impacted their confidence, social interactions, and overall sense of belonging within the school community.  Evolve Clubs has been purchased and this will improve our ability to track the pupils who attend clubs and analyse which clubs are best attended and have most impact for our PP children.  The Pupil Premium funding has enabled identified pupils to participate in a 3-day narrowboat residential trip and Duke of Edinburgh residential trips, providing them with unique opportunities to develop resilience, teamwork, and leadership skills, while enhancing their self-confidence and broadening their life experiences.  Evidence – extra-curricular club registers, Narrowboat trip evidence and Duke of Edinburgh curriculum evidence, pupil and parent feedback |