

## Pupil premium strategy statement

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 the outcomes for disadvantaged pupils last academic year.

### School overview

Detail	Data 2022/23	Data 2023/24
School name	Ashby School	
Number of pupils in school	Yrs 7,10&11: 1077 KS5: 552	Yrs 7,8,10,11: 1047 KS5: 486
Proportion (%) of pupil premium eligible pupils	Y7 – 13% Y10 - 13% Y11 -17%	Y7 – 19% Y8 – 18% Y10 – 13% Y11 – 13%
Academic year/years that our current pupil premium strategy plan covers	2022-2025	
Date this statement was published	October 2022 <b>Reviewed and updated October 2023</b>	
Date on which it will be reviewed	October 2024	
Statement authorised by	Dr Jude Mellor, Headteacher	
Pupil premium lead	Miss Fiona McCafferty	
Governor / Trustee lead	Mrs A Watson	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£157,320
Recovery premium funding allocation this academic year	£41,952
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£199,272

# Part A: Pupil premium strategy plan

## Statement of intent

To be educated is to be empowered - this ethos runs through Ashby School. Our intention is to identify, address and overcome any barriers to allow all students to reach their full potential.

The focus of our Pupil Premium strategy is to ensure high-quality first-teaching (Ashby Great Teaching, AGT), as this is shown to have the greatest impact on closing the attainment gap of disadvantaged students. This includes ensuring staff are aware of their disadvantaged students and their role in embedding social justice through education and to strive to ensure students are equipped with the skills and capital necessary for them to succeed and thrive, both during their time with us and in their future.

We provide targeted, bespoke support that is tailored towards individual student need. All students in receipt of PP funding, including High Prior Attainers (HPA), and SEND are supported to fully engage in school and their future with high aspirations to achieve. Our offer includes enhanced transition at KS2 and KS3, priority careers advice, counselling, tutoring, mentoring and relevant interventions, as well as rewards and attendance incentives where appropriate.

A strong home-school relationship is vital for us to fully acknowledge any barriers which students may have and to provide relevant and appropriate support to them and their families. Students are supported pastorally and through the pastoral tutor system to progress through personal development opportunities.

Our strategy also incorporates the use of School-Led Tutoring for students whose education has been most affected by the ongoing impact of the pandemic and underperformance. Priority is for Pupil Premium students however due to the widespread impact of the pandemic, the cohort is extended to non-PP students.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Data suggests that disadvantaged students generally have lower levels of attainment both on entry and as outcomes.</p> <p>A low literacy level on entry significantly impacts access to the curriculum and therefore progress and attainment. This is supported by a number of national studies.</p>

2	Attendance data from the last two years shows that the average attendance of disadvantaged students is below that of their peers and has been exacerbated by the pandemic. For some, poor attendance has become habitual when they join us in Yr10. Lower attendance results in students missing the impact of high-quality first teaching (AGT) which their peers experience and thus increases their likelihood of lower attainment.
3	Disadvantaged students are more likely to be referred to the pastoral team for safeguarding and well being concerns than their non disadvantaged peers. This indicates that they are more likely to face barriers in their learning due to poor motivation, mental health and well being factors caused by family/home life.
4	Evidence shows that disadvantaged students are more likely to miss learning through absence as a result of suspension. This impacts progress outcomes.

## 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.

Intended outcome	Success criteria
Improved attainment of disadvantaged students at KS4	<ul style="list-style-type: none"> <li>• Attainment 8 score for disadvantaged students in line with MEGs.</li> <li>• Subject monitoring, evaluation and reviews indicate improvements in disadvantaged students' quality of work and progress. E.g. Homework completion rates.</li> </ul>
Achieve and maintain improved attendance for disadvantaged students.	<ul style="list-style-type: none"> <li>• Sustained improvements in attendance shown by overall absence rate for Pupil Premium students being no more than 4.5%.</li> <li>• The gap between disadvantaged and non-disadvantaged students is less than the national gap.</li> <li>• Persistent Absence amongst disadvantaged students is in line with 'national all' persistent absence.</li> </ul>

Achieve and maintain motivation and aspirations of disadvantaged students towards their GCSEs	<ul style="list-style-type: none"> <li>Students' career aspirations recorded by destinations data show increase in students progressing to level 3 courses</li> </ul>
Achieve and sustain positive well-being of disadvantaged students	<ul style="list-style-type: none"> <li>Qualitative data from student voice and parent/carer surveys shows improvement in perceived levels of well-being.</li> <li>Improved participation of disadvantaged students in extra-curricular activities.</li> <li>Pastoral referrals to services is in line with non –disadvantaged students</li> </ul>
Achieve and sustain a reduction in suspensions of disadvantaged students	<ul style="list-style-type: none"> <li>Gap between suspensions of disadvantaged students to be in line with non-disadvantaged students.</li> </ul>

## 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: **£99,636**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using Teaching and Learning team provide whole-school CPL to improve Teaching & Learning (AGT- Great TeachingToolkit). This is focused on strategies to improve retention, metacognition and oracy. (22/23) <b>CPL to focus on:</b> <ul style="list-style-type: none"> <li>Ashby Great Teaching (Great Teacher Toolkit)</li> <li>Implementation of Coaching model for T&amp;L and leadership</li> </ul>	<a href="https://www.greatteaching.com/">https://www.greatteaching.com/</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>  <a href="https://evidencebased.education/">https://evidencebased.education/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	1

Faculty CPL to focus on PP faculty champions		
Subject specific CPL to ensure high challenge and scaffolding	<a href="https://www.greatteaching.com/">https://www.greatteaching.com/</a> <a href="http://www.walkthrus.co.uk">www.walkthrus.co.uk</a>	1
Classrooms equipped with the appropriate resources to equip learning Provide further CPL to support the use of visualisers where required	<a href="#">EEF blog</a> on successful use of visualisers for modelling and implementation, and the need for staff training in their use. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	1
Faculties to prioritise Pupil Premium focus in faculty time, to identify the appropriate setting or staffing for PP students /positive praise home	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1
Use of GL Assessment data to enhance teachers' and tutors' awareness of their PP students and support they require and how they best work	Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy. This will involve diagnostic assessment of academic challenges, but also take account of wider challenges, such as attendance. (EEF)	1,2
All staff to implement use of 'green folders' including student data to raise awareness of student needs and communicate information from teacher to pastoral and vice versa	Marc Rowland highlights that 'successful schools are thorough in their monitoring of every pupil and thorough knowledge of every child'.	1,2,3
Subsidy of alternative curriculum provision for a small number of disadvantaged students To further embed curriculum Quality Assurance processes for the provision	Achieving successful outcomes through Alternative Education Provision: an international literature review, <a href="#">CfBT Education Trust</a>	1
Implementation of new behaviour for learning strategy. To embed consistency in application of new	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,4

behaviour strategy which includes a rewards focus.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Employ a Maths and English tutor and use capacity in science to provide tutoring.</p> <p>All tutors/support will work alongside classroom teachers to link interventions to the curriculum.</p> <p>Use of RSL to identify and implement English, maths and Science tutoring support in registration at KS4 and reading interventions at KS3.</p>	<p><i>‘Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic.’</i> EEF</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those making lower than expected progress, both one-to-one:</p> <p><a href="https://educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Additional revision and exam preparation support for disadvantaged students, including a breakfast club before exams</p> <p>Offer of breakfast club EVERY day of the week throughout the year funded through PP fund.</p> <p>CPL on Ashby core 4 revision strategies.</p>	<p>‘Breakfast clubs work their magic in disadvantaged English schools’, <a href="#">IFS</a></p> <p><i>‘The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.’</i> <a href="#">DfE</a></p>	1,3
<p>In class teaching assistant support is provided using the EEF’s pyramid of building student independence model</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	1,3

<p>RSLs provide mentoring, guidance and support prioritising attainment and attendance</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1,2,3</p>
<p>Resources are provided for students to access learning e.g. loan of laptops to encourage independent learning</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p>	<p>1,3</p>
<p>Intervention programme at KS3 to develop confidence in reading for students that enter below age related expectation</p> <p>Whole school reading strategy implementation</p> <p>Staffing – Reading TLR &amp; LP supporting the TLR holder and reading strategy</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p><a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p>	<p>1,3</p>
<p>Implementation of Reading &amp; Literacy and Numeracy activities in weekly PD programme in registration</p>	<p>Cultural capital – exposing students to literature</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1,2</p>

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

Budgeted cost: £49,818

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Using attendance principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p> <p>Contribution towards attendance officer salary to monitor and improve attendance.</p> <p>Regular communication with home regarding attendance.</p> <p><b>Contribution towards vulnerable students' officer salary</b></p>	<p>The <a href="#">DfE guidance</a> has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1,2,3</p>
<p>Contribution towards Wellbeing Officer to support and work with identified students.</p>	<p><i>'Promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and wellbeing outcomes.'</i> <a href="#">Public Health England</a></p>	<p>1, 3</p>
<p>HPA Pupil Premium students targeted for raising aspirational activities e.g</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a></p>	<p>1,3</p>



higher education visits.		
Disadvantaged students prioritised for early careers guidance.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1
Supporting behaviour interventions to encourage engagement in learning.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,2,3,4
Supporting cost of uniform and resources required for study. This may include support towards curriculum related trips.	Where students cannot engage with the curriculum through lack of equipment/attire they less likely to achieve in these subjects	1
Use of Evaluate My School (Trust Wide) to assess and monitor our provision for disadvantaged students. This will also encompass challenge and support coaching within and across the Trust	<a href="https://evaluatemyschool.co.uk/">https://evaluatemyschool.co.uk/</a>	1,2,3,4

**Total budgeted cost: £199,272**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Ongoing impact of Covid related absence during 2021-22 continued into 2022-23 and had an impact on the attendance of cohort 2023 leavers and therefore the full implementation of the policy. The impact was mitigated by our resolution to maintain a high-quality breadth and balance of a curriculum and a relentless focus on attendance and behaviour expectations. We also ensured that all disadvantaged students had access to a laptop/similar device at home to access revision and exam preparation. Ashby School implemented the use of the Great Teaching Toolkit over the course of the last academic year which has been used to improve teaching and learning. This will be further developed and embedded in the forthcoming academic year.

Students had access to a wide range of support including reading, English and/or Science and/or maths tutoring and careers guidance and counselling for selected students.

Academic support/Interventions:

Y7 Reading:

We have established a strategy for reading intervention. Students began to access intervention during summer 2023. Impact has not yet been seen with regards to improvement in reading test data however students involved have gained confidence as a result of attending these interventions.

Y11 data:

- 100% of Pupil Premium students were offered some form of intervention
- 25% accessed tutoring
- 40% accessed faculty interventions
- 100% offered and supported via careers guidance

Home School relationships were improved throughout the academic year through a change in the behaviour strategies and pastoral structure.

Our reviews have demonstrated that pupil behaviour, wellbeing and mental health continued to be impacted last year but improvement has been seen through stakeholder voice in perceived levels of well being and awareness of extra-curricular opportunities from start of academic year 2022 to end of year 2023. We used Pupil Premium funding

to provide wellbeing support for identified students. We are continuing to develop this approach in our new plan:

- My school encourages me to look after my physical health – 69.5% increased to 76.6%
- My school encourages me to look after my emotional and mental health – 70% to 82.6%
- 78% of Pupil Premium students accessed well being support

### **Attainment**

Attainment 8 disadvantaged = 24.3 vs national average 38.4 (SISRA)

- 20% English / Maths 4+
- 39.5% English 4+
- 27.9% Maths 4+
- 11.6% 5 standard passes including English and Maths.
- 4.7% 5 strong passes including English and Maths.
- 22.1% were entered into the EBacc of which 4.7% achieved a standard pass and 1.2% achieved a strong pass.

### **Progress**

Disadvantaged = -1.58 vs whole school -0.49

### **Destinations (intended)**

- 43% of Y11 Pupil Premium students have progressed to level 3 courses.
- 29% of Y11 Pupil Premium students have progressed to level 2 courses.
- 28% other intended destination

### **Attendance data**

Persistent absence was exacerbated by the long-term effects of the Covid-19 pandemic

- Overall PP attendance for Y7 2022-23 = 91.8%
- Overall PP attendance for Y10 2022-23 = 85.4%
- Overall PP attendance for Y11 2022-23 = 69.6%

The pastoral team now have more accountability and review and action interventions on a weekly basis.

56% of Y11 Pupil Premium students were involved in attendance interventions during the academic year 2022-23.

### **Suspensions**

There was low suspension data for Pupil Premium students amongst year 7 (8 students on at least one occasion throughout the year) and year 10 cohort (13 students on at least one occasion throughout the year) . Although the data shows 1/3 of suspensions were pupil premium students, this has not increased from previous years. There were no permanent exclusions. The implementation of a new behaviour structure/policy across the school has meant consistency in application of sanctions.

It has also ensured a new and improved focus on behaviour and suspensions and ensures a spotlight on this priority moving forward.

Behaviour data shows:

- 40% of internal inclusions in y11 were PP students
- 50% of internal in y10 were PP students
- 30% of internal inclusions in y11 were PP students

This is mitigated by the decrease in suspension data.

Changes to the senior leadership structure, the roles and responsibilities within the senior team as well as embedding the implementation of our new behaviour policy and RSL roles provide greater priority and focus in this academic year for Pupil Premium students.

## **Externally provided programmes**

<b>Programme</b>	<b>Provider</b>