



**Ash Manor School  
Pupil Premium Report  
2015/16**

The Pupil Premium is additional finance given to publicly funded schools in England. It is targeted specifically to raise the attainment of disadvantaged pupils and close the gap between them and their peers.

In 2015/16 the school received a total of £218790 additional funding (including £14,500 catch up funding), for 208 Pupil Premium students.

Pupil premium funding is paid to schools according to the number of pupils who have:

- Been registered as eligible for free school meals at any point in the last 6 years
- A parent in the Armed Forces
- Been looked after for one day or more, are adopted, leave care under a special guardianship order or a residence order

**Free School Meal Eligibility & Pupil Premium (for 2015/16)**

- £935 for each eligible secondary-aged pupil (FSM Ever 6)
- £1900 for each eligible looked-after pupil
- £300 for each eligible student with parents in the Armed Forces

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address underlying inequalities between these children (as specified above) and their wealthier peers, by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

At Ash Manor School we have used the additional funding provided through the Pupil Premium scheme [PP] in a variety of ways, with groups of targeted students to ensure that those supported by the grant are making accelerated progress and that gaps in students' progress and attainment are closing. Whilst many of the activities are targeted specifically towards students who are entitled to PP, Ash Manor School operates an open-access policy where ever possible.

**Pupil Premium Spending and Review 2015/16**

The main areas of spending and a brief analysis of the impact in 2014/15 are explained below:

<b>Description</b>		<b>Review of Impact</b>
Removing barriers to learning for individual students	£9467	Hardship fund to support students with cost of uniform, PE Kit, musical instrument tuition and educational visits. We have supplied uniform and PE kits for Pupil Premium students at Ash Manor and have also replaced many items for PP students in all year groups. We have also supported with costs of musical instrument tuition for a number of PP students at the school and funding visits and trips have had a positive impact on the attitudes, building resilience alongside developing curriculum knowledge, experience and understanding. Expanding opportunities for our Pupil Premium students is a fundamental commitment that we make to our students and families. Procedures for accessing additional funds have been reviewed and put in

		<p>place since Sept 2015, in order to enable parents and carers to access them more easily.</p> <p>Curriculum Trips have already been accounted for within the PP budget for 2016-17, to ensure that PP students can access these essential trips and visits throughout the year.</p> <p>A PP request form is used to provide a clear process for requesting support established with all staff.</p>
Part-time Attendance officer	£12755	<p>The attendance of PP students to April 2015 is 92.1% (as is shown in <b>Table D</b> below).</p> <p>Although the lower attendance of PP students remains a concern, the work of the attendance officer funded by use of PP funding has had an impact over the last three years.</p>
Specialist Progress Assistants in core subjects	£96,766	<p>For 2015-16, all Maths, English and Science interventions were provided in house, led by the Department SPA's (Senior Progress Assistants) and PA's (Progress Assistants), which aimed to increase student buy-in, improve attendance to sessions and allow the departments to better monitor the quality of intervention provision and progress being made. Over 100 students have accessed specific literacy intervention either in small groups or within the classroom. 90 students have accessed specific Maths intervention or support across Years 7 to 9. 145 students have accessed Science interventions through in class support or interventions. Progress is shown in <b>Tables A to C</b>.</p>
PP Homework club and Breakfast reading club		<p>A PP homework club for all years has been utilised this year and offered to all students in receipt of PP and those students on the COP. Disappointingly only 32 parents gave consent at Key stage 3 for their child to benefit from this support. There has been a reduction in the number of home learning activities not completed between Autumn and Spring. It is proposed that despite the small numbers that this is an essential facility that the school should continue to offer. Breakfast Reading club was offered to 18 Year 7 PP students with low reading ages. Only 7 parents agreed to their children attending and all 7 students improved their reading age.</p>
Fresh Start reading programme and new books and magazines for LRC	£2300	<p>Fresh Start Literacy proves effective in raising reading ages for 100% of students. This remains essential for our students who enter in year 7 with a reading age lower than 9 years. 20 Year 7 PP students joined AMS with a reading age at less than 9 years and utilised this programme. An intervention that is more in line with the English curriculum and provides targeted support based on current levels is recommended for this group of students as they move into Year 8. Accelerated reader has been used during English lessons and during reading in Tutor Time. A survey of PP students led to 12 magazine titles be bought for the library.</p>
Books, Curriculum Resources, KS4 Revision Guides, Scientific Calculators	£817	<p>We continue to provide the resources that PP students need in order to revise for their examinations. Pupil Premium students from all year groups have been provided with a Scientific Calculator in order to support their time at the school.</p>
Matrix Counsellor + Therapeutic counselling	£5,001	<p>Support was provided to students who were experiencing social or emotional difficulties that were impacting on their learning, wellbeing or safety. Feedback from students and parents is very positive and improved rates of attendance for targeted students. We will continue this into next year until December 2016 when we will replace this service with increased hours of specialist therapeutic counselling and our own in house level 3 qualified counsellors.</p>
Curriculum	£8983	<p>Support was put in place for individual students including: work with Wey Valley College in Guildford and the Linden Centre in Hampshire. A specialist English teacher was employed to work with Year 11 on completing English coursework. In Science an online learning platform Tassomai was purchased</p>

		for use by selected students Year 10 and 11. The gap is less than 20% for Core Science for Year 11 and PP students are making better progress in Year 10. The ECDL in ICT Application Skills Qualification was offered to all students. 100% of students made 3 LOP and 89% made 4LOP. All Pupil Premium students also took the GCSE Statistics qualification, with 44% achieving at least 3 LOP for this GCSE.
The Bridge	£66,049	Staffing costs and resources in order to support improved behaviour for learning. Incidences of poor behaviour were reduced for students across all groups during 2015/16, including pupil premium students. The Bridge initiative has moved on site, manned by 3 members of staff, part funded from the Pupil Premium budget. The team includes an ex-military mentor, Gypsy Roma traveller mentor and a specialist behaviour TA. This means that the majority of behaviour incidents are now dealt with in house, helping with the behaviour of Pupil Premium students, and thus improving overall behaviour, attendance to lessons and supporting progress.
Staff CPD and PP support and PASS survey	£1615	All staff were provided with staff CPD on the work of Carol Dweck and "the growth mindset" this was supported by a review of the schools PP provision by the Surrey allocated consultant. The identification of how students feel about school in the PASS survey has highlighted a significant difference between students who are currently FSM and hence PP and those who are not. This has become a focus of this year's PP strategy.
Reader pens	£2554	A number of PP students also have low reading ages and were given access arrangements for their exams including readers. Due to the Readers not being able to be utilised in the English exam 15 E-reader pens were purchased that students could use to support when completing exams and controlled assessments. The Progress 8 for this group was +0.37.
LRC for PP home learning, Accelerated Reader	£12,483	Extended LRC opening for PP home learning support and intervention, staffing and Renaissance Learning. Accelerated Reader – a 10 minute online adaptive diagnostic test provides a child's reading age and NC level. They then choose books appropriate to their level, read and complete an online quiz to determine comprehension. Diagnostic testing is repeated to monitor progress. There was a significant increase in engagement from readers with more time spent reading and processing literacy skills. Data indicates that this program is most successful with Year 7 students and will continue for this cohort, and select Year 8 and 9 students next year.

**Table A – Achievement**

	Gap 2013	Gap 2014	Gap 2015	Gap 2016
5A*C inc En and Ma	-45%	-31%	-31%	-24%
Expected progress in English	-29%	-17%	-27%	-25%
Expected progress in Maths	-34%	-40%	-20%	-18%
Expected progress in Science	-10%	-11%	-8	-17%
APS English	-8.7	-4.7	-7.9	Lang -5.08
				Lit -5.23
APS maths	-10.3	-8.6	-6.2	-6.17

**Table B – Results Overview**

Measure Gap PP/NonPP (%):	AMS 2014	AMS 2015	AMS 2016
3 Levels of Progress Eng	-3.01	-27.2	-25.6
4 Levels of Progress Eng	-6.94	-12.76	-8.54
3 Levels of Progress Maths	-32.72	-20.3	-18.58
4 Levels of Progress Maths	-17.04	-19.38	-8.27
5 A*-C	-27.79	-38.73	-13.89
5 A* - C EM	-27.51	-28.86	-23.91
APS (capped)	-53.31	-51.48	-47.15
VA	-22.27	-15.56	-19.53

**Table C- Progress for Years 7 to 10 2015-16**

		English %	Gap	Maths %	Gap	Science %	Gap
Yr 10	4 Levels of Progress – PP/non PP	26/41	-15	15/32	-17	55/22	+33
	3 Levels of Progress – PP/non PP	52/78	-26	37/56	-19	43/13	+30
Yr 9	3 Levels of Progress – PP/non PP	2/10	-8	20/30	-10	4/3	+1
	2 Levels of Progress – PP/non PP	59/72	-13	80/88	-8	38/52	-14
Yr 8	2 Levels of Progress – PP/non PP	15/32	-17	23/41	-18	2/5	-3
	1 Level of Progress – PP/non PP	83/92	-9	85/92	-7	49/65	-16
Yr 7	1 Level of Progress – PP/non PP	46/60	-14	28/43	-15	4/10	-6

- Results data for Maths shows that the gap between students who are non PP making expected progress, and those who are PP, continued to close in the 2016 GCSE results. This gap is predicted to reduce in the 2017 results, strategies are being put in place to ensure that PP receive the support and intervention needed to ensure that these students continue to make greater progress over the next year, through targeted SPA intervention in Maths, English and Science.
- The results data for English show that this year the gap reduced for PP and non-PP students' expected progress. The school had identified English as an area of concern and a support package and action plan has been put in place for 2015-16 to ensure that students made expected progress.
- The gap for AMS 2016 results 5A\*-C – including English and Maths was 24%, whereas Nationally in 2015 it was 26%, demonstrating that the school performed in line with schools Nationally for GCSE results in 2016.

**Table D - Attendance**

Attendance %	2012-13	2013-14	2014-15	2015-16
Whole school	94.4	95	95.2	95
Pupil premium	89.0	91.5	92.8	92.1
Not Pupil Premium	94.8	96.3	96.2	96.1
Gap	-5.8	-4.8	-3.4	-4