

Pupil premium strategy statement: Ash Manor School

1. Summary information					
School	Ash Manor				
Academic Year	2016/17	Total PP budget	£218.106	Date of most recent PP Review	n/a
Total number of pupils	945	Number of pupils eligible for PP	269	Date for next internal review of this strategy	Dec 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP</i>
% achieving 5A* - C incl. EM (2015/16 only)	35.6%	64.7%
% achieving expected progress in English / Maths (2015/16 only)	56.9 / 55.7	73.5 / 71.7
Progress 8 score average (from 2016/17)	-0.05	+0.24
Attainment 8 score average (from 2016/17)	4.19	5.22

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<i>In-school barriers (issues to be addressed in school, such as poor literacy skills)</i>	
A.	Literacy and numeracy skills entering Year 7 are lower for pupils eligible for PP than for other pupils, which prevents them from making good progress in Year 7.
B.	High attaining pupils who are eligible for PP are making less progress than other high attaining pupils at the end of Key Stage 3.
C.	Behaviour issues when students join the school (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers.
<i>External barriers (issues which also require action outside school, such as low attendance rates)</i>	
D.	Attendance rates for pupils eligible for PP are 92.8% (compared to 96.2% for not PP children. This reduces their school hours and causes them to fall behind on average.
E.	Parental engagement at parent's evenings and school events is lower for PP students than not PP.

4. Outcomes	
	<i>Success criteria</i>
<i>Desired outcomes and how they will be measured</i>	

A.	High levels of progress in literacy and numeracy for Year 7 pupils eligible for PP.	Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that at least 50% exceed progress targets and 100% meet expected targets and other pupils still make at least the expected progress. This will be evidenced using accelerated reader, Fresh start assessments and English written assessments and Maths assessments in October, March and June.
B.	Improved rates of progress across KS3 for high attaining pupils eligible for PP.	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining, across Key Stage 3, so that 85% or above are on track for 4 levels of progress by the end of KS4. Where they are not, departments are putting in place wave 1 interventions, monitored by heads of departments (HOD) and senior team. Senior Progress Assistants are targetting students through small group and inclass support.
C.	Improved progress for middle and low students at KS4 eligible for PP	Pupils eligible for PP identified as falling behind their peers make a minimum of 3LOP by the end of KS4 across all subjects. Senior Progress Assistants and class teachers provide appropriate interventions.
D.	Behavioural issues at Key Stage 3 are addressed with a reduction in low level disruption specifically in Year 7.	Fewer behaviour incidents recorded for these pupils on the school system (without changing recording practices or standards).
E.	Increased attendance rates for pupils eligible for PP.	Reduce the number of persistent absentees (PA) among pupils eligible for PP to 10% or below. Overall attendance among pupils eligible for PP improves from 92%% to 96% in line with 'other' pupils.
F.	Increase attendance at parents evening for pupils eligible for PP	Increased attendance at all main reporting parents' evenings to the same level of non PP students.

5. Planned expenditure

Academic year

2016/17

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy progress	New literacy and numeracy strategy implemented and delivered through CPD for relevant teachers.	We want to offer high quality teaching to all these pupils to drive up results. A new literacy policy which improves extended writing and reading comprehension needs to be implemented that will provide students with the necessary skills for the new English GCSE. The numeracy policy to be reviewed. CPD will be delivered by the Learning and Teaching team. This will offer a combination of pedagogical knowledge and subject knowledge, and involve a Babcock English consultant. These things are said to be effective in the Teacher Development Trust research review on professional development.	Consultant days will be planned to work with HOD and the English team initially. New Director of Learning appointed to take a lead on whole school literacy. Learning and Teaching team to support the implementation and review of the literacy policy being embedded in the classroom.	Director of Learning for English	Jan 17
A. Improved Year 7 literacy progress	Embed Accelerated Reader effectively in English lessons and developing questioning techniques to follow up text reviews – develop a bank of specific resources to use for follow-up to assess the components of language.	Components of language identified as an area of weakness from moderation at Year 11 in 2015 therefore implementing the teaching of explicit language techniques starting at Key Stage 3 is needed. Accelerated Reader has shown to have a positive impact when delivered through intervention groups for PP students in 2015.	DOL to oversee resources and scheme development with 2 nd in Dept., Librarian and SENCO.	Director of Learning for English	June 16, November and March 17

A. Improved Year 7 literacy progress	Staff training on high quality feedback to be delivered by Learning and Teaching team.	We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources (including Johan Hattie's Visible Learning and the EEF Toolkit) suggest high quality feedback is an effective way to improve attainment, and it is suitable as an approach that we can embed across the school. This will focus specifically on effective assessment of writing for a purpose.	Student Leadership Team to collate student voice regarding assessment and feedback. Use INSET days to deliver vision for feedback CPD sessions on marking and feedback Learning and teaching team peer observation of attendees' classes after the course, to embed learning (no assessment). Lessons from training embedded in school feedback policy. Initial, 3 month and 6 month evaluation of CPD through moderation and assessment grades.	Assistant Head Learning and Teaching	Jan 17
B and C Improved progress for high, middle and low attaining pupils	Staff training on planning for PP and the More Able Introduction of SISRA	We want staff to be more aware of the progress of PP students and the more able and SISRA allows staff to be able to view the breakdown of the different groups within their class. This will ensure improved planning for the progress of groups. The Sutton Trusts mobility manifesto suggests that schools should develop an effective programme for highly able pupils, with ring-fenced funding to support evidence-based activities and tracking of pupils' progress.	Staff inset to highlight the attainment gaps. Staff CPD on the use of SISRA. More Able and PP delivered by the Learning and Teaching team and the Director of Science. All staff to complete progress reviews after data collected to review progress of different groups. Learning walks and book reviews to be used to monitor impact of CPD. SISRA data to be routinely used in all formal lesson observations and performance management reviews	Assistant Head for Learning and Teaching	Jan 17
D. Behavioural issues at Key Stage 3 are addressed with a reduction in low level disruption specifically in Year 7.	Learning and Teaching team to support all staff with advice and guidance through a reflective lesson observation process that focuses on the new rewards system	The EEF reports that, it is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning. With the implementation of a new points based rewards system we want staff to feel supported and trained and encouraged to use the four to one ratio.	Staff INSET on the new points system including the electronic completion of this on SIMS. Whole school assemblies at the start of term with rewards assemblies. Directed CPD for staff identified through learning walks and behaviour data on behaviour management. Information on SEN students provided for all staff and identified through class planning.	Assistant Heads Teaching and Learning and behaviour	Jun 17
Total budgeted cost					£6000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A. Improved Year 7 literacy and numeracy progress	Use of Senior Progress Assistant in Literacy and Numeracy and Science to deliver small group interventions, breakfast and homework clubs.	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools. It has been effective last year in improving the reading ages in 90% of PP students in Year 7. The progress gap for Year 7 after one year of Maths was 15% therefore this needs to be reviewed and improved. Pupils who accessed Breakfast club in 2015 showed better progress than PP students who did not access the support.	Organise timetable to ensure SPA staff can deliver provision and have sufficient preparation and delivery time. Ensure CPD is delivered to SPA's on the monitoring and evaluation of the programme is robust. Data tracking of these students to show impact of the programme. SENCO and HOH to liaise with PP parents to secure engagement. Free Breakfast offered to students and monitored through daily register	SENCO	Jun 17
B. Improved progress for high attaining pupils	Use of online learning platforms such as Tassomai in Science.	We have observed the success of Tassomai online learning platform for individuals in Science. The PP gap does not exist in Year 10 and 9. Research demonstrates that more able students (the hidden talent) especially PP White British boys do not make the same progress as their non PP peers. We would like to ensure that the technology that may be utilised by others is available to PP students to support their learning at school and home.	Investigate online learning platforms for English. Survey PP students to identify what access to the internet is available in the home. Purchase licenses for use by targeted underachieving PP students in year 9 Monitor the impact through data in November March and June.	AGR?	Jun 17
B. Improved progress for high attaining pupils	Weekly small group mentoring sessions for high-attaining pupils with HOH or equivalent, replacing tutor time or assembly.	We want to provide extra support to maintain high attainment by providing more able students the opportunity discuss the barriers to their learning as identified in the school PASS data, and how to overcome this. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils.	Engage with parents and pupils before intervention begins to address any concerns. Track data in English and Maths at 3 key points, November, March and June AHT to observe sessions and provide feedback / support. Provide incentive points through the new Praise points system for students who make better than expected progress.	Assistant Head Wellbeing	Mar 17

C Improved progress for middle and low students	Within department targeted interventions by class teachers and Senior Progress assistants	We recognise that for some students there are barriers to learning that go beyond the classroom. Students who have fallen behind over time may need specific targeted interventions to catch up. A small number of students need a reading recovery programme to be able to access the GCSE papers.	Analyse all data across all years by department to identify the falling behind group. Department action plans by class teacher identified within class profiles. A range of interventions across different subjects to narrow the gap include peripatetic music lessons for students studying GCSE music. Registration and afterschool session in Science. Small group intervention at KS4 in Maths and English. Lexia reading programme for some Year 11 students.	Deputy Head for PP	Mar 17
Total budgeted cost					£110,000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
E. Increased attendance rates	Support part time attendance officer employed to monitor pupils and follow up quickly on truancies. First day response provision and home visits. Provide onsite counselling and relationship work for vulnerable students. Provide free bikes to selected PP students	We can't improve attainment for children if they aren't actually attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Use of PASS data to identify vulnerable students. Thorough briefing of attendance officer about existing absence issues. Same day calls about progress for targeted students Personalised support and assertive mentor assigned to each PA pupil eligible for PP. Attendance and progress discussed at least fortnightly with HOH and mentor. Letters about attendance and attendance officer to visit all PA at home to discuss attendance with parents / guardian and explore barriers Use of the Bridge for students who are finding attending all lessons difficult.	AHT for attendance and wellbeing	Jan 17
D. Behavioural issues at Key Stage 3 are addressed with a reduction in low level disruption specifically in Year 7.	Identify a targeted behaviour intervention for identified students through the onsite Bridge Alternative Learning centre	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. The Bridge has been effective at providing targeted counselling, Restorative practice and support for students who find learning difficult.	Ensure identification of pupils is fair, transparent and properly recorded. Use Bridge staff to engage with parents before intervention begins. Monitor behaviour but also monitor whether improvements in behaviour translate into improved attainment. Praise points to be a focus for all staff through a focus month of positive	AHT behaviour and wellbeing	Jun 17

			praise/effort cards through form tutors, leading to raised achievement points.		
F Increase attendance at parents evening for pupils eligible for PP	Target PP parents before parents evenings through positive engagement prior to booking	Although the EEF reports there is a long history of research into parental involvement programmes, there is surprisingly little robust evidence of the impact of programmes that have tried to increase involvement to improve learning. The association between parental involvement and a child's academic success is well established. Despite the lack of evidence as a school we believe that we have a moral duty to ensure that we engage with parents better who are PP. There is a significant gap between PP and Non PP parents in terms of engagement with the school.	Use of Bridge staff, tutors and HOH to make positive contact with parents on a more regular basis and logged on SIMS. Invite parents to make parents appointments through a dedicated administrative person therefore avoiding the issue of no ICT in the home. Invite parents to events that are not directly to discuss their child's progress. Monitor attendance at parent's evenings through parental surveys.	Assistant Head Community	Jun 17
Total budgeted cost					£80,000