

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Ash Manor School
Number of pupils in school	1158
Proportion (%) of pupil premium eligible pupils	24.7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	A Bailey Headteacher
Pupil premium lead	A Whitby Assistant Headteacher
Governor / Trustee lead	Miranda Harrison

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£218,885
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Service Premium	£19,095
MCR Pathways grant from Surrey CC	£20,000
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	£257,980

Part A: Pupil premium strategy plan

Statement of intent

Our intention, at Ash Manor School, is that all students receive an excellent education. This should be irrespective of any barriers and challenges that individuals experience. This will be seen by all students making strong progress across the breadth of the curriculum.

The focus of our Pupil Premium strategy is to offer the necessary range of support to allow disadvantaged students to achieve excellent progress. Within the strategy, we will consider the full range of factors that we consider to make a student vulnerable. This will include those students supported by children's services, young carers as well as any other factors that the school identifies during the course of the 3-year plan. Everything that we do within the plan is intended to support the needs of all of our students and not just those who are disadvantaged.

The key to our approach is that students have a right to 320 minutes of high-quality teacher-led learning every day. This is recognised and proven by data to have the greatest impact in diminishing the difference between disadvantaged and non-disadvantaged attainment. The school's improvements in achievement for all students has been based on this relentless drive for high quality learning and teaching. We strongly believe that this is what lies at the centre of sustained progress for all.

The school also believes that every student has the right to access a curriculum that offers breadth and depth. Through the acquisition of key knowledge and the mastery of subject-specific skills, students will thrive and flourish. Disadvantaged students within our context also need access to the wider curriculum if they are to be successful. The acquisition of cultural capital is vital as an integrated part of any successful student's experience of school. To that end, the strategy will ensure a rounded entitlement for all.

The approach of the school will be based upon the common challenges and individual needs that our students experience. These will be identified by robust use of data, observation and research. The efficacy of the strategy will be measured by the same robust and transparent process. If the strategy needs to be refined this will be done following ongoing reviews.

The approach that we have adopted is cohesive and intended to allow all students to achieve excellent outcomes. To ensure they are effective we will:

- ensure disadvantaged students are given access to consistently excellent learning opportunities.
- assess the needs of students from a wide range of evidence and tenaciously intervene in the classroom.
- adopt a whole school approach where every member of staff is responsible for the outcomes of all students including those who are disadvantaged and vulnerable.

Challenges

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

Challenge number	Detail of challenge
1	The school's attendance data clearly shows that the attendance of disadvantaged students is lower than those who are non-disadvantaged. The data for 2022-2023 on average shows a 5% gap between disadvantaged and other students. The gap in attendance was lowest in Year 7 (3.81%), However, the gap in Year 8 attendance was higher (6.05%). No year group's disadvantaged cohort achieved, last year, the school target of 96%. The schools internal research over the past 5 years has clearly shown the correlation between attendance above 95% and students achieving their predicted outcome measured by prior attainment data.
2	Our assessments and observations have highlighted a gap in understanding, for a number of disadvantaged students that has been widened due to the impact of school closures during the pandemic. This has been noted as something that has happened curriculum-wide but is having a noticeable impact in Maths and English. Widening of the gap has been less pronounced in Science.
3	Our internal monitoring has identified that students, including those who are low ability and disadvantaged, are confident in completing isolated and individual tasks but lack the metacognition to develop the cumulative effect of the learning episodes.
4	Our monitoring and data show that there is a gap between the knowledge and skills of disadvantaged students in the core subjects. This gap is accentuated in Key Stage 4.
5	Our assessment (through PASS Survey discussion with parents and observations) has highlighted that disadvantaged and vulnerable students, along with their families, have a range of increasing social and emotional issues.
6	Our data (historically, reading age scores and more recently Lucid) and observations have identified that there is a gap in the literacy levels of

	the disadvantaged students. This is proving a barrier to a curriculum that has increasingly high levels of literacy required.
7	<p>Our historic data indicated that students, including those who are disadvantaged, have relatively low rates of sustaining post 16 destinations.</p> <p>The last data* (GCSE 2023) indicated:</p> <ul style="list-style-type: none"> • 89% of all students continued to college or further education • 87% of disadvantaged students continued to college or further education <p>* This data is based on internal records and communications with further education providers. Official data, from the Department for Education, covers only the Year 11 cohort which left two years previously.</p>

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
The attendance of disadvantaged students to improve across all years.	The average attendance for all year groups to be 96% or above.
Disadvantaged students will show clear and sustained progress across the curriculum and a measurable success at Key Stage 4	By the end of 2024/25 the Progress 8 measure for disadvantaged students will be +0.5. The end of year data for each cohort will indicate that they are in line to achieve this score.
Disadvantaged students to become adept communicators, who read, write and speak to a high standard.	Reading age / Lucid scores to show age appropriate levels for disadvantaged students.
All students', including those who are disadvantaged, to exhibit attitudes and behaviours that indicate a strong, positive work ethic.	Behaviour data shows that for all students, including those who are disadvantaged, behaviour and effort on average are good or better.
Disadvantaged students have chosen appropriate and challenging Post-16 pathways.	By the end of the strategy at least 95% of students staying in education or employment for at least 2 terms after key stage 4.

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: £68,326

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – whole staff Coaching – John Sullivan training	Developing practice through coaching of all staff – mentoring and coaching for all staff Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	2,3,4,6
Knowledge Organisers – all students	Developing a 'knowledge-rich curriculum' Mary Myatt / Dylan William / Daisy Christodoulou / Tom Bennett / Tom Sherrington / EEF	2,3,4,6
Curriculum support – tracking individual subjects' provision	Developing high-quality teaching, assessment and a broad and balanced, knowledge-based curriculum which responds to the needs of pupils. Sharing good practice Mary Myatt / Dylan William / Daisy Christodoulou / Tom Bennett / Tom Sherrington / EEF https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	2,3,4,6

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £101,384.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional classes	Improved numeracy and literacy which supports the whole curriculum, gives students transferable skills for post-16 training and employment	2,3,4,6,7

Maths Year 8,9,11 English Years 8,9		
1:1 Reading support	<p>Targeted literacy support (all years) to improve students' ability to access the curriculum</p> <p>EEF Toolkit – very high impact for low cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	2,4,6
Tutor-time interventions targeting Maths and Science	<p>Support to ensure accelerated progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	2,3,4,7
Progress Coaches Led by Deputy SENDCo / Lead Practitioner	<p>Increased use of available progress data to ensure targeted support for students identified as in most need</p> <p><i>Source: Ofsted: "The Pupil Premium. How schools are spending the funding successfully to maximise achievement" (2013)</i></p> <p>https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p> <p>Intervention groups led by Progress Coaches</p> <p>EEF Toolkit – Moderate impact for low cost</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1,5
High-quality revision materials (eg revision guides, etc)	<p>Support for study skills in preparation for assessments and GCSE exams</p> <p>https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	2,3,4,6,7
Curriculum-based off-site activities	<p>To remove barriers to participation to ensure PP students can access the full range of opportunities available</p> <p>https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf</p>	1

LAC / PLAC assessment strategies and monitoring	Virtual School – extend the PEP process to include PLAC students in order to ensure effective use of PPA grant https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	1,2,3,4,5,6,7
Music – peripatetic lessons	To engage students in the wider curriculum. https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	2,3,4,5
Consumables (eg food ingredients)	To remove barriers from accessing the curriculum https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	1,2,3,4,5

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

Budgeted cost: £152,864

Activity	Evidence that supports this approach	Challenge number(s) addressed
Alternative Provision	Use of Alternative Providers to help students engage with academic and social learning	1,2,3,4,5,6
Attendance Officer	Improved attendance is shown to impact positively on outcomes https://www.gov.uk/government/publications/working-together-to-improve-school-attendance https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	1
The Bridge	Individualised / personalised and targeted support for vulnerable PP students and others in need	5
Therapy	Individualised / personalised and targeted support for vulnerable PP students and others in need https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/497825/Counselling_in_schools.pdf	5
ELSA	Individualised / personalised and targeted support for vulnerable PP students and others in need	5
Uniform	Removing barriers to attending and promoting a sense of belonging	1,5
Cultural Capital	Promoting the involvement in wider-school participation, including trips Widening Participation and Outreach – partnership with Surrey University	1,5
CIAG	Ensuring students are well-informed to make good post-16 choices	7

	https://assets.publishing.service.gov.uk/media/5a74b25f40f0b619c8659b16/The_Pupil_Premium_-_How_schools_are_spending_the_funding.pdf	
MCR Pathways	Mentoring programme aimed at the most-vulnerable to help them engage with school life	1,5,7
Step Forward Mentoring	Mentoring programme aimed at the most-vulnerable to help them engage with school life	1,5,7,
Summer School	EEF – moderate impact for moderate cost	1,2,4,
Free School Meals	Ensuring all students have a free meal to enable them to fully engage with school / extra-curricular activities	1

Total budgeted cost: £ 322,574

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

As we move out of the pandemic phase of lockdown education, we are now faced with increasing demands with respect to social and emotional wellbeing, including increased school absence, anxiety and gaps in prior learning. The outcomes we desire for our students remain consistent, despite the increasing challenges, and have embedded in the 3-year plan. The outcomes of last year's plan can be seen below.

Objective: The attendance of disadvantaged students to improve across all years.

Attendance of PP / Non-PP students 2022-2023

%	PP	Non-PP	Overall
Year 7	90.83	94.64	93.89
Year 8	88.99	95.04	94.43
Year 9	87.39	93.31	92.43
Year 10	89.11	93.45	92.78
Year 11 (Up to May ½ term)	82.56	90.37	88.67
Overall at end of year (excluding Year 11)	87.09	92.43	92.76

There have been robust measures put in place to improve attendance overall. It is a significant whole school target, with internal data showing that students with 95%+ attendance significantly outperform their peers with lower attendance.

Objective: Disadvantaged students will show clear and sustained progress across the curriculum and a measurable success at Key Stage 4

The data below shows the year-on-year improvement of Pupil Premium Students' performance in relation to the average grade achieved by PP students.

<i>Year</i>	<i>Average Grade (Attainment 8) achieved by PP students</i>	<i>Progress 8</i>
2017-2018	3.5	
2018-2019	4.11	
2020-2021	4.59	
2021-2022	3.38	-1.27
2022-2023	3.35	-0.50

Objective: Students eligible for Pupil Premium funding are adept communicators who read, write and speak to a high standard.

2022-2023 Average Grades in English Language and English Literature

Grade Totals		
	Pupil Premium	Average Grade
English Language	All	5-
	Non PP	5=
	PP	3+
English Literature	All	5=
	Non PP	5+
	PP	4=

The measure of English Language and English Literature equates to reading and writing skills. Non-PP students still perform better compared to their Expected Average Progress than PP students.

Objective: Students eligible for Pupil Premium funding exhibit attitudes and behaviours that indicate a strong, positive work ethic.

AMS Behaviour Summary 22-23								
	Behaviour		Behaviour		Behaviour		Behaviour	
	Year 8 Cohort		Year 9 Cohort		Year 10 Cohort		Year 11 Cohort	
	Y7 Au	Y7 Su	Y8 Au	Y8 Su	Y9 Au	Y9 Su	Y10 Sp	Y10 Su
All	3.40	3.35	3.28	3.32	3.36	3.34	3.36	3.46
Non PP	3.43	3.39	3.32	3.36	3.38	3.36	3.42	3.51
PP	3.33	3.24	3.18	3.20	3.32	3.30	3.18	3.31

The grid tracks the behaviour of each cohort throughout the last academic year. The behaviour is an average from all teachers and is on a scale of 1- 4, where 3 is good and 4 is excellent.

The PP behaviour is on average good or better and PP behaviour is in line with Non-PP, with very little difference recorded between the two groups, throughout the year.

Objective: Students eligible for Pupil Premium funding in Year 11 have and sustain their post- 16 destinations.

All students: 95%

Pupil Premium Students: 88%

The number of pupils who either stayed in education or went into employment after finishing key stage 4 (after year 11, usually aged 16). This is for pupils who finished year 11 two years before the year of publication. Therefore, the data shows those pupils who finished year 11 in 2021, which is the most recent data currently available. This figure covers any sustained education or employment destination.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
MCR Pathways – Mentoring Programme	MCR Pathways
Step Forward Mentoring	Step Forward
Therapy Gardens	Therapy Gardens
Surrey Online School (SOS)	Surrey County Council
Pirbright Nurture Farm	Pirbright School
Challengers	Disability-challengers.org
ROAR Outdoor	Roaroutdoor.co.uk
Sporting Chances	Sportingchances.org
Nudge Education	Nudgeeducation.co.uk