

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	1064
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	A Bailey Headteacher
Pupil premium lead	R Milner Deputy Headteacher
Governor	Matthew Hawkins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£198640 plus Services pupil premium £18600
Recovery premium funding allocation this academic year	£30740
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	£247980

# 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 recent 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 plan stands as an integral part of the response to the challenges presented by the gaps in knowledge and skills that some students have presented due to the extraordinary situation since March 2020. The school is using the National Tutoring Programme to target those students where the impact has been the greatest. Disadvantaged students have been proportionately more impacted within our context, however the support will be judged on a student by student basis.*

*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 the interim termly 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	<i>The school's attendance data clearly shows that the attendance of disadvantaged students is lower than those who are non-disadvantaged. The data on average shows a 7% gap between disadvantaged and other students. The gap in attendance grows through KS3 and then stabilises. However 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.</i>
2	Our assessments and observations have highlighted a gap in understanding, for a number of disadvantaged students that that has been widened due to the impact of school closures. 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 observations and use of learning walks have 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 observations 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. At the end of Year 9 the gap between Disadvantaged and Non-disadvantaged in Maths is .33 rising to 1.11 by Year 11. In English the gap is .15 and in Year 11 is 1.09. There is a difference in cohorts but the trend has been historic.

5	Our assessment (through Pass Survey) discussion with parents and observations have highlighted that disadvantaged and vulnerable students, along with their families, have a range of increasing social and emotional issues. This in turn has led to an increase of 'hidden absence'. This is where students are missing time accessing the 320 minutes a day that lays at the heart of our provision. It is hidden as they are registered on site but they are missing lesson time due to absenting from the lesson, not fully engaging with the curriculum content or displaying poor behaviour.
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	Our historic data indicated that students, including those who are disadvantaged, have relatively low rates of sustaining post 16 destinations. The last data indicated: <ul style="list-style-type: none"> <li>• 94% of all students stayed in education and training for 2 terms after Key Stage 4 compared to the national of 94%.</li> <li>• 83% of disadvantaged students stayed in education and training for at least 2 terms after key stage compared to the national non disadvantage average of 96%.</li> </ul> This is in the context of the school achieving at or above average basics.

## 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 scores to show age appropriate levels for disadvantaged students. The increased levels of communication will be seen through learning walks and work scrutiny as well as through student voice.
All students' including those who are disadvantaged to exhibit attitudes and behaviours that indicate a strong, positive work ethic.	Low levels of hidden absence noted through observation and the records of the inclusion team.  Behaviour data shows that for all students, including those who are disadvantaged, behaviour and effort on average are

	<p>recorded as at least good and any gap is minimal.</p> <p>Student, parental and staff voice recognise these behaviours to be good.</p>
Disadvantaged students have chosen appropriate and challenging Post 16 path ways.	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: £59954

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Development and delivery of knowledge based curriculum. Training for all staff delivered by the Learning and Teaching Team.</i>	<p>This is based upon the research referenced by the EEF metacognition strand. It allows for students and staff to fully engage with the knowledge rich curriculum. It is looking to develop how staff can fully utilise the declarative knowledge that informs students' learning.</p> <p><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></p>	2,3,4,6,7
<i>Development of knowledge organisers</i>	Looking at knowledge organisers as an aid to supporting a knowledge rich curriculum. The knowledge organisers are specifically designed by each curriculum area on a termly basis to support the curriculum maps. This also give an overview and transparency of curriculum for the students that was seen to be effective in the research collated by the EEF. They also support the 'spaced reviews' and cumulative assessment that the curriculum areas are developing.	2,3,4,6,7
<i>Specific and bespoke CPD for learning and teaching to develop quality first provision</i>	Based upon the research of Sachs, Kennedy (2007) and (Key and Lloyd, 2009). This approach to CPD looks at an "internal control" model. This is seen to promote: Inclusive membership, a public ethical code of practice and is collaborative and collegial self-regulatory, policy active enquiry driven and knowledge-building. This in turn allows for staff to address their CPD quickly and	2,3,4,6,7

	effectively. This programme is led and supported by 7 high quality professionals. The CPD is led in a 3 strand model to support effective staff pedagogy in the class room.	
<i>Development of the English Curriculum and practice.</i>	The department is focussing on bridging the literacy gap and closing the reading gap. They are identifying disadvantaged as a major group but this will also impact other students. The department will attend bespoke CPD and also embed best practice during lessons. The programme is supported by the Greenshaw learning trust who are working in collaboration with the EEF so the approaches are assessed through research methods.	6

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

Budgeted cost: £112136 (Including extra NTP funding of £25717)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Use of the NTP to support students who are identified as being below expectation.</i>	Evidence shows that on average, one to one tuition is very effective at improving pupil outcomes. One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. The school has specifically designed the tutoring programme to fit with the EEF's 4 recommendations for tutoring. <a href="#">One to one tuition   EEF</a>	2,4
<i>Creation of an extra set in Y7 Maths to support the diminishing of the disadvantaged gap</i>	The school's previous approach to this has seen benefits. The EEF has collated the research that shows that research internationally noted the impact for disadvantaged students is greater than for non-disadvantaged. The research is clear that it is to allow: <ul style="list-style-type: none"> <li>• Additional opportunities to provide feedback on pupils</li> <li>• Time for high quality interaction between pupils and teachers e.g. modelling approaches closely with pupils.</li> </ul> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a> The government report also shows benefits <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183364/DFE-RR169.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/183364/DFE-RR169.pdf</a> However it is clear that from the research of Hattie 2009 focus on pedagogy must be predominant and this is a cohesive approach.	2,3,4

<p><i>HLTA's in Science and English used to support through specific in class and outside class intervention</i></p>	<p>The evidence from the school particularly in Science shows that the deployment of a progress assistant has been effective. They are trained to an HLTA standard so they can also effectively support and deliver in homework club as well.</p> <p>The national research on HLTA is relatively limited but the initial NFER research highlighted benefits.  <a href="https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf">https://www.nfer.ac.uk/publications/HLT01/HLT01.pdf</a></p> <p>The government disadvantaged briefing 2015  <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473975/DFE-RB411_Supporting_the_attainment_of_disadvantaged_pupils_brief.pdf</a></p> <p>Also notes that the best schools deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well.</p>	<p>2,3,4,6</p>
<p><i>Provision of high quality revision materials</i></p>	<p>Our observations have shown that the provision of high quality revision material has been effective in supporting the study of students outside the school day.</p>	<p>2,4</p>

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

Budgeted cost: £86139

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<p><i>Recruitment and retention of an attendance officer</i></p>	<p>There is currently little national research on the efficacy of the attendance office but the school's internal observation is that this is a vital part of the attendance policy. The importance for a clear and proactive attendance policy is noted in IOE research on attendance from 2012 and the 2020 research that highlights the importance of timely and effective communication with home.  <a href="https://repec-cepeo.ucl.ac.uk/cepeob/cepeobn1.pdf">https://repec-cepeo.ucl.ac.uk/cepeob/cepeobn1.pdf</a></p>	<p>1,5</p>
<p><i>The Bridge inclusion provision including Learning Mentors, ELSA and in house Therapy and Counselling.</i></p>	<p>There are clear positive benefits from the trauma based approach that is adopted by the inclusion team and they are being refocussed this year to ensure that students are able to access 320 minutes per day. Much of the research around effective behaviours fits with the model being implemented.  <a href="https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf">https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/behaviour/EEF_Improving_behaviour_in_schools_Report.pdf</a></p>	<p>1,5</p>

	<p>Elsa effectiveness has been clearly noted by a number of local authorities.</p> <p><a href="https://www.elsanetwork.org/elsa-network/evaluation-reports/">https://www.elsanetwork.org/elsa-network/evaluation-reports/</a></p> <p>The benefit of counselling and therapy is clear from a range of research including the latest peer reviewed study in the Lancet.</p> <p><a href="https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext">https://www.thelancet.com/journals/lanchi/article/PIIS2352-4642(20)30363-1/fulltext</a></p>	
<i>Provision of cultural Capital</i>	<p>To support the identified need by Ofsted for students to have the essential knowledge they need to be educated citizens the school runs a range of activities where any financial barrier of disadvantage students will be removed. These include extra-curricular activities, peripatetic lessons, field trips, access to the arts as well as the Combined Cadet Force.</p>	5,6,7
Cohesive CIAG provision that motivates and engages both disadvantaged students and non-disadvantaged students	<p>The EEF summary of careers education shows that there is an educational, social and economic impact from good careers education.</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf">https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</a></p> <p>There is NEET list that the local authority produces which uses disadvantage and vulnerability as a measure who are prioritised for CIAG support.</p> <p>The school is moving towards achieving the Gatsby Benchmark.</p>	5,7
Removal of barriers to wider engagement such as uniform and equipment	<p>Our observations show that disadvantaged students attend and engage more purposefully when particular barriers are removed.</p>	5

**Total budgeted cost: £278957**

## 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 2020 to 2021 academic year.

Objective	Outcomes																												
	<p>The pupil premium plan for 2019/2020-2020/2021 was affected greatly through the lockdown and pandemic. The outcomes we desire for our students remain consistent and have embedded in the new 3 year plan. The outcomes of last year's plan can be seen below.</p>																												
<p><b>Students eligible for Pupil Premium funding have an average attendance of 96% or above.</b></p>	<table border="1" data-bbox="359 952 869 1489"> <thead> <tr> <th data-bbox="359 952 486 1019">%</th> <th data-bbox="494 952 614 1019">PP</th> <th data-bbox="622 952 742 1019">Non-PP</th> <th data-bbox="750 952 869 1019">Overall</th> </tr> </thead> <tbody> <tr> <td data-bbox="359 1030 486 1097">Year 7</td> <td data-bbox="494 1030 614 1097">94.4</td> <td data-bbox="622 1030 742 1097">97.0</td> <td data-bbox="750 1030 869 1097">96.3</td> </tr> <tr> <td data-bbox="359 1108 486 1176">Year 8</td> <td data-bbox="494 1108 614 1176">88.0</td> <td data-bbox="622 1108 742 1176">95.1</td> <td data-bbox="750 1108 869 1176">93.2</td> </tr> <tr> <td data-bbox="359 1187 486 1254">Year 9</td> <td data-bbox="494 1187 614 1254">84.1</td> <td data-bbox="622 1187 742 1254">93.3</td> <td data-bbox="750 1187 869 1254">90.7</td> </tr> <tr> <td data-bbox="359 1265 486 1332">Year 10</td> <td data-bbox="494 1265 614 1332">85.0</td> <td data-bbox="622 1265 742 1332">94.2</td> <td data-bbox="750 1265 869 1332">91.9</td> </tr> <tr> <td data-bbox="359 1344 486 1411">Year 11</td> <td data-bbox="494 1344 614 1411">76.3</td> <td data-bbox="622 1344 742 1411">82.3</td> <td data-bbox="750 1344 869 1411">80.5</td> </tr> <tr> <td data-bbox="359 1422 486 1489"><b>Overall</b></td> <td data-bbox="494 1422 614 1489">85.6</td> <td data-bbox="622 1422 742 1489">92.6</td> <td data-bbox="750 1422 869 1489">90.6</td> </tr> </tbody> </table> <p data-bbox="359 1556 1528 1635">The gap between PP and non PP has been accentuated during the COVID lockdown period.</p> <p data-bbox="359 1668 1528 1713">There have been robust measures put in place to improve attendance overall.</p> <p data-bbox="359 1747 1528 1792">It is a significant whole school target.</p>	%	PP	Non-PP	Overall	Year 7	94.4	97.0	96.3	Year 8	88.0	95.1	93.2	Year 9	84.1	93.3	90.7	Year 10	85.0	94.2	91.9	Year 11	76.3	82.3	80.5	<b>Overall</b>	85.6	92.6	90.6
%	PP	Non-PP	Overall																										
Year 7	94.4	97.0	96.3																										
Year 8	88.0	95.1	93.2																										
Year 9	84.1	93.3	90.7																										
Year 10	85.0	94.2	91.9																										
Year 11	76.3	82.3	80.5																										
<b>Overall</b>	85.6	92.6	90.6																										

**Students eligible for Pupil Premium funding have an average P8 score of 0.5 or better.**

*Due to the changes in how qualifications have been recorded the school does not have a P8 Figure.*

*The data below shows how the Year on Year improvement of Pupil Premium Students performance in relation to the average grade achieved by PP students. On average there has been a ½ grade year on year increase.*

Year	Average Grade achieved by PP students
2017-2018	3.5
2018-2019	4.11
2020-2021	4.59

*\*2019 was the last year of an exam series judged by external exams*

*2021 are validated and quality assured by JCQ*

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

Grade Totals				
Name	Pupil Premium	Average Points	Residual	Avg EAP Diff (Sub)
Eng Language	All	5.45	0.2	0.1
	Non PP	5.77	0.17	0.3
	PP	4.71	0.25	-0.3
Eng Literature	All	5.43	0.17	0.1
	Non PP	5.76	0.17	0.3
	PP	4.64	0.18	-0.4

*The usual measure of measuring this target through reading testing was difficult due to covid, however 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. The gap is less than a third of a grade.*

*However the residual measure for English Language shows that PP students performed  $\frac{1}{4}$  of a grade better in this subject than others.*

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

AMS Behaviour Summary								
	Year 8 Cohort		Year 9 Cohort		Year 10 Cohort		Year 11 Cohort	
	Behaviour		Behaviour		Behaviour		Behaviour	
	Y7 Au	Y8 Su	Y8 Au	Y9 Su	Y9 Au	Y10 Su	Y10 Sp	Y11 Sp
<b>All</b>	3.35	3.34	3.23	3.2	3.36	3.43	3.26	2.89
<b>Non PP</b>	3.37	3.4	3.29	3.28	3.4	3.49	3.3	2.42
<b>PP</b>	3.29	3.18	3.07	3	3.25	3.24	3.16	2.75

*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 where 3 is good.*

*The PP behaviour is on Average good or better and has been sustained during the challenges of Covid.*

*PP behaviour is in line with non PP.*

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

*We are currently in the process of verifying the destination data for this cohort. We have requested that past students provide us with the information. We will also interrogate the information sent to us by 6<sup>th</sup> form providers.*

## 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