

## 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	1090
Proportion (%) of pupil premium eligible pupils	16%
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	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	A Bailey Headteacher
Pupil premium lead	A Whitby Assistant Headteacher
Governor / Trustee lead	Matthew Hawkins

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,045
Recovery premium funding allocation this academic year	£44,712
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
National Tutoring Programme	£33,534
Service Premium	£19,520
MCR Pathways grant from Surrey CC	£20,000
<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	£311,811

## 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	The school's attendance data clearly shows that the attendance of disadvantaged students is lower than those who are non-disadvantaged. The data for 2020-2021 on average shows a 7% gap between disadvantaged and other students. The gap in attendance grows through KS3 and then stabilises. In 2021-2022, the attendance gap was much smaller (1.7). 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.
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.
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.
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.

	<p>The last data indicated:</p> <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>
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### 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.	High levels of attendance and engagement 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 good.
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: £65,719

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD – whole staff	Mike Fleeton – external provider developing memory / retention skills to improve learning and outcomes Cognitive Science (Retrieval Practice)	2,3,4
Learning and Teaching Team CPD – 4 sessions	Developing practice through shared, action research	2,3,4,6
Knowledge Organisers – all students	Developing a ‘knowledge-rich curriculum’ Mary Myatt / Dylan Wiliam / Daisy Christodoulou / Tom Bennett / Tom Sherrington / EEF	2,3,4,6

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

Budgeted cost: £155,334

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutoring Programme	Targeted individual support / DfE	1,2,3,4,7
Additional classes for Maths and English	Improved numeracy and literacy which supports the whole curriculum, gives students transferable skills for post-16 training and employment	2,3,4,6,7
Tutor-time interventions targeting Maths and Science	Support to ensure accelerated progress	2,3,4,7
Progress Coaches	Targeted support for students identified as in most need	1,5
High-quality revision materials (eg revision guides, etc)	Support for study skills in preparation for assessments and GCSE exams	2,3,4,6,7
Geography field residential trip	To remove barriers to participation to ensure PP students complete this essential aspect of their curriculum	1

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

Budgeted cost: £105808

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Attendance Officer	Improved attendance is shown to impact positively on outcomes	1
The Bridge	Individualised / personalised and targeted support for vulnerable PP students and others in need	5
Learning Mentor / Therapy / 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	1,5
CIAG	Ensuring students are well-informed to make good post-16 choices	7
MCR Pathways	Mentoring programme aimed at the most-vulnerable to help them engage with school life	1,5,7

**Total budgeted cost: £ 326,861**

## 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 2021 to 2022 academic year.

The pupil premium plan for the past three years 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.

**Objective: Students eligible for Pupil Premium funding have an average attendance of 96% or above**

#### Attendance of PP / Non-PP students 2021-2022

%	PP	Non-PP	Overall
Year 7	91.68	93.33	92.97
Year 8	93.09	91.76	91.97
Year 9	86.09	92.63	91.55
Year 10	88.50	89.60	89.46
Year 11 (Up to May ½ term)	91.53	89.66	90.05
Overall at end of year (excluding Year 11)	90.10	91.81	91.53

#### Attendance of PP / Non-PP students 2020-2021

%	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
Overall	85.6	92.6	90.6

The gap between PP and non PP has been accentuated during the COVID lockdown period. There have been robust measures put in place to improve attendance overall. Attendance for Key Stage 4 cohorts (Years 10 and 11) improved in the last academic year compared with

2020-2021. It is a significant whole school target. 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.

<b>Year</b>	<b>Average Grade (Attainment 8) achieved by PP students</b>
<b>2017-2018</b>	3.5
<b>2018-2019</b>	4.11
<b>2020-2021</b>	4.59
<b>2021-2022</b>	3.87

\* 2021 data are validated and quality assured by JCQ

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

<b>Grade Totals</b>				
	<b>Pupil Premium</b>	<b>Average Points</b>	<b>Residual</b>	<b>Avg EAP (sub)</b>
<b>Eng Language</b>	All	5.17	0.20	-0.40
	Non PP	5.49	0.20	-0.20
	PP	3.48	0.23	-1.80
<b>Eng Literature</b>	All	5.38	0.42	-0.20
	Non PP	5.74	0.45	0.10
	PP	3.52	0.26	-1.80

The usual method 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. However the residual measure for English Language shows that attainment for PP students was in line with that of non-PP students.

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

AMS Behaviour Summary 21-22								
	Behaviour		Behaviour		Behaviour		Behaviour	
	Year 8 Cohort		Year 9 Cohort		Year 10 Cohort		Year 11 Cohort	
	Y8 Su	Y7 Au	Y9 Su	Y8 Au	Y10 Su	Y9 Au	Y11 Sp	Y10 Sp
<b>All</b>	3.43	3.40	3.37	3.23	3.26	3.21	3.40	3.42
<b>Non PP</b>	3.46	3.42	3.43	3.29	3.30	3.24	3.49	3.48
<b>PP</b>	3.32	3.31	3.07	2.97	3.09	3.08	2.94	3.10

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.

**Objective: 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
Fleet Tutors	Fleet Tutors
MCR Pathways – Mentoring Programme	MCR Pathways