

Summary information					
School	Ashmole Academy				
Academic year	2020 2021	Total PP budget £	£ 169000 (approx.)	Date of most recent PP review	September 2020
Total number of pupils	1800	Number of pupils eligible for PP	182	Date for next internal review of this strategy	Jan/Feb 2021

Performance Measures	2018 Results		2019 Results		2020 Results	
	Disadvantaged	Non	Disadvantaged	Non	Disadvantaged	Non
Number of students	30	201	35	195	43	187
Progress and Attainment						
Progress 8 score average	+0.81	+0.98	+0.40	+0.82		
Attainment 8 score average	52.2	62.3	53.4	62.8	57.6	66.7
EBacc Entry						
% of students entered for the EBacc	93%	95%	60%	91%	77%	89%
Basics						
% achieving Grade 5 or above in English and mathematics	60%	77%	60%	77%	65%	82%
% achieving Grade 4 or above in English and mathematics	79%	88%	77%	91%	81%	93%

Barriers to future attainment	
In-school barriers	
A.	The low prior attainment disadvantaged pupils, have lower literacy skills than non-disadvantaged pupils; this prevents the disadvantaged pupils making good progress.
B.	Disadvantaged pupils, particularly from the middle prior attainment band, are making less progress than other pupils from the same prior attainment band in some subjects in KS4, particularly in the open element subjects
External barriers	
C.	Low levels of parental support and guidance. Students tend to have fewer enrichment opportunities to broaden their knowledge and experiences

Desired outcomes		Success Criteria
A.	High levels of progress in literacy for pupils eligible for pupil premium	<ul style="list-style-type: none"> ○ Termly Reading Tests to determine accurate reading ages and to monitor and demonstrate progress ○ Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations ○ Reading ages will be in line with non disadvantaged peers and also will be in line or above chronological age ○ Reading log will show a wider range of books read ○ Attendance records to 'Book Club' will show a greater participation

B.	Improved rates of progress, particularly for pupils from the middle band of prior attainment	<ul style="list-style-type: none"> ○ Progress and attainment of pupil premium pupils currently in school and at GCSE are inline with their core subjects. ○ Work scrutiny shows pupil premium pupils have high levels of challenge in their learning which demonstrates good or better progress ○ Identified students are given additional support in their Option subjects
C.	Increased self-esteem, resilience and ambition for the future	<ul style="list-style-type: none"> ○ Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny) ○ Increased participation in extra-curricular activities ○ Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training
D.	Increased enrichment experiences	<ul style="list-style-type: none"> ○ Students to have visited at least different points of interests in the capital to include at least one museum and art gallery

Planned expenditure

Academic year	2020-21
---------------	---------

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	Review date
A High levels of progress in literacy for pupils eligible for pupil premium	Accelerated reader	Accelerated Reader has been shown to have impact both from national data and our in school data	Time for quality assurance and bespoke CPD to staff to ensure consistency of delivery.	ALE/KEM	
	Book Club	Book Clubs help support and engage readers	Lessons allocated to the library for Book Club		
	Reading Journals	Reading Journals can help track the number of books read, but also help steer the type of books	Increase the number of books that can be selected by the pupils which will tracked and monitored through the Reading Logs		
	Develop questioning techniques to increase pupils' vocabulary range	Research from the EEF supports this approach as high impact			

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	Review date
B Improved rates of progress at KS4 in open element subjects particularly for pupils from the middle band of prior attainment	Continue to improve the consistency of quality teaching,	Research from the NFER shows that the quality of teaching can make a whole year's difference			
	The quality of work submitted is closely monitored and additional support is put in place if needed.	Effective monitoring and support will help targeted students to improve their progress			
	Staff use the seating plans effectively so that they focus on PP pupils in each lesson adding reading ages to seating plans	Knowing the PP students in a class can help the teacher direct their questioning to improve pupil participation			
	Targeted additional support for students who are not making expected progress.	Support outside the classroom to first help a student identify the gaps in their knowledge and then secondly diminishing these gaps			
	Opportunities provided to students outside of the subject for example in Art a visit to an Art gallery, in Food Preparation a visit to large food markets etc	Research shows that student do not have the same opportunities and experiences outside the classroom			
Total budgeted cost provisional					£130,000

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	Review date
<p>C Increased self-esteem, resilience and ambition for the future</p> <p>D Increased enrichment experiences</p>	<p>A comprehensive programme to enhance the curriculum which includes:</p> <p>Visits to universities</p> <p>Financial support to ensure participation in school trips and visits</p> <p>Participation in student voice</p> <p>Providing Music Lessons in school</p> <p>Access to specialist careers advice and guidance</p> <p>Participation in local and national competitions</p> <p>Activities/programmes which promote resilience</p>	<p>School evaluations show that pupils who have previously not considered university do so following visits. Many of our disadvantaged pupils lack the opportunities of their non-disadvantaged peers and exposure to the wider world has a positive impact on their aspiration and self-esteem</p>	<p>By making one person responsible for the enrichment programme it will facilitate tracking to ensure all disadvantaged pupils have exposure to enrichment activities throughout their school career.</p>		
Total budgeted cost provisional					£39000