

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	Ashmole Academy
Number of pupils in school	1855
Proportion (%) of pupil premium eligible pupils	10.51%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2022
Date this statement was published	14 th Dec 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tim Sullivan
Pupil premium lead	Nicola Brown
Governor / Trustee lead	Allison Walling

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 161,395 – Apr 21-Mar 22
Recovery premium funding allocation this academic year	£24,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£185, 900

Part A: Pupil premium strategy plan

Statement of intent

At Ashmole Academy, our intention is to provide an aspirational and inclusive school community where all pupils; irrespective of their background or challenges feel valued and supported and benefit from high quality teaching and learning.

Our ultimate goal is that no child is left behind socially, or academically because of disadvantage. We strive to raise lifelong aspirations, focus on removing barriers to learning and help disadvantaged students make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

Our Pupil Premium Plan aims to address the main barriers our children face and through regular tracking, careful planning and targeted support and intervention, provide all children the access and opportunities to enjoy academic success regardless of whether or not they are already high attainers.

As the Education Endowment Foundation recommends, high-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap. In implementing our policy actions as below it is also our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our intention is through the activities outlined in our strategy we achieve the following outcomes for our pupils:

- Pupils develop a love for learning - they are inspired and motivated to achieve goals through praise and support for their individual needs; they become reflective learners
- Pupils have equal access to the necessary equipment and resources to be successful in both their academic and non-academic lives
- Pupils improve literacy skills – they enhance communication and oracy skills and develop a sustained love for reading
- Pupil personal development is enhanced – they take part in extra-curricular activities, have access to and are encouraged to participate in cultural capital opportunities, develop resilience

Our Pupil Premium strategy also compliments our wider plans for supporting education recovery, notably in its' targeted support of school led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils, particularly from the middle prior attainment band, are making less progress than other pupils from the same prior attainment band in KS4.
2	Our disadvantaged students have lower literacy and numeracy skills than non-disadvantaged pupils thus preventing the same level of progress.
3	Low levels of parental support and guidance. Students tend to have fewer enrichment opportunities to broaden their knowledge and experiences.
4	Attendance of the disadvantaged cohort is lower than for non-disadvantaged students

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
Increased attainment and closing of the gap for our disadvantaged students	<p>Improved rates of progress at KS4 particularly for pupils from the middle band of prior attainment</p> <p>Work scrutiny shows pupil premium pupils have high levels of challenge in their learning which demonstrates good or better progress</p> <p>o Identified students are given additional support in their Option subjects</p>
Improved reading comprehension and numeracy skills among disadvantaged pupils.	<p>Reading Tests to determine accurate reading ages and to monitor and demonstrate progress</p> <p>Work scrutiny will show extended writing that is well structured, 'word rich' and accurate in line with age related expectations</p> <p>Reading ages will be in line with non disadvantaged peers and also will be in line or above chronological age</p> <p>Reading log will show a wider range of books read</p>

	Attendance records to 'Book Club' will show a greater participation
Increased self-esteem, resilience and ambition for the future	<p>Pupils are confident, independent learners, with positive attitudes to learning as evidenced in quality assurance (pupil & staff voice and work scrutiny)</p> <p>Increased participation in extra-curricular activities</p> <p>Increased proportions of pupil premium pupils progress to a range of higher education establishments, employment or training</p>
Increased enrichment / extra curricular experiences	Students to have partaken in one club or committee during the academic year
Improved attendance	Persistent absence and general attendance for disadvantaged students improves to be in line with non-disadvantaged students

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: £ 90, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to improve the consistency of quality teaching through ongoing CPD – twilight programme and regular whole staff training as well as INSET programme.</p> <p>This will require release time for staff.</p>	<p>Research from the NFER shows that the quality of teaching can make a whole year's difference. Effective monitoring and support will help targeted students to improve their progress.</p>	<p>1, 2</p>
<p>Develop questioning techniques to increase pupils' vocabulary rang</p>	<p>Research from the EEF supports this approach as high impact</p>	<p>1, 2</p>
<p>Pupil Premium Co-ordinator appointment to raise awareness and support tracking and monitoring of PP students across the school.</p>	<p>Knowing the PP students in a class can help the teacher direct their questioning to improve pupil participation.</p> <p>Regular analysing of the data and using this to provide further support is the recommendation by the EEF to support evidence based approaches which are most likely to support progress of disadvantaged students</p> <p>Co-ordinator can also support outside the classroom to identify enrichment opportunities and improve uptake of these opportunities in the disadvantaged cohort</p>	<p>1, 3</p>
<p>Literacy / Reading Interventions</p> <p>Reading age tests for all years groups 7-10 to ascertain the impact of the pandemic</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan. The average impact of reading comprehension</p>	<p>1-4</p>

Accelerated reader programme	<p>strategies is an additional six months' progress over the course of a year.</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
Sora	<p>Accelerated Reader has been shown to have impact both from national data and our in school data</p> <p>Tracked and monitored through the Reading Logs</p>	
Book Club	<p>Increase the number of books that can be selected by the pupils which encourages a love of reading and engagement.</p> <p>Book Clubs help support and engage readers</p>	

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

Budgeted cost: £40, 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 small group with Academy teachers after school tutoring - weekly sessions.	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind</p> <p>Small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	1, 2, 3
Academic peer mentoring - various year groups - breakfast club	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.</p> <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	1, 2

Academic peer mentoring PM registration	<p>Effective data analysis based on accurate assessments will result in interventions being allocated to those disadvantaged students that need it the most. Intervention sessions will be quality assured to and progress tracked. This will result in the progress of disadvantaged students. Behaviour and attendance data will also be tracked to ensure interventions are put in place so students are not missing the high quality teaching and learning happening in lessons.</p> <p>Peer tutoring approaches have been shown to have a positive impact on learning, with an average positive effect equivalent to approximately five additional months' progress within one academic year.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</p>	1, 2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £55, 900

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance monitoring and support</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance officer training time and pastoral tracking and monitoring</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<p>School Counsellor - available for more targeted support with emotional needs</p>	<p>Some students may require additional support with their social and emotional learning; seeking to improve pupils' decision-making skills, interaction with others and their self-management of emotions. Thus reducing the barriers they may face with regards to engaging with their education fully and achieving their academic potential</p>	1, 2, 4
<p>Peer mentoring / buddy system</p>	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. As the evidence suggested this is a targeted approach at specific individuals who</p>	3, 4

	<p>would benefit most from re-engagement with school in order to have an impact on their academic progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	
Pastoral support - Services of learning mentor	<p>Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour. As the evidence suggested this is a targeted approach at specific individuals who would benefit most from re-engagement with school in order to have an impact on their academic progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3, 4
Pastoral support – Head of Year	<p>The average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>This work can support attendance, engagement, and removing other barriers which may prevent students from achieving their academic potential</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1,2,4
Financial support to ensure participation in school trips and visits, national competitions, participation in student voice	<p>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 self-esteem, resilience and engagement with school / attendance</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>	3, 4
Providing Music Lessons in school	<p>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. Arts participation can increase progress by 3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	
Access to specialist careers advice and guidance	<p>Some students will require additional support to ensure they understand their own personal goals to achieve the</p>	3

	<p>most positive outcome for their progress and future career goals.</p> <p>The aim is also to include parents in these discussions so they are fully informed and also support their child in achieving their academic potential and goals.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
Contingency fund for specific interventions	Students may present with additional needs that may need additional targeted or whole school approaches which will be monitored throughout the year	1-4

Total projected budgeted cost: £ 185,900

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.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was better than in the previous years, with the gap narrowed based on the proportion of students achieving at least a grade 5 in both English and Mathematics. EBacc entry was 81%, which is higher than in the previous years, and significantly above the national average of which is just 45% for non-disadvantaged students.

The attainment 8 score for our disadvantaged students has also improved to 60 points, with students awarded on average a GCSE Grade 6.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

The overall attendance in 2020/21 was in line with the previous years at 96.1%, higher than the national average and in the lowest quintile. At times when all pupils were expected to attend school, attendance among disadvantaged pupils was 94% compared to 96.5% for non-disadvantaged students.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

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
N/A	