

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	1894
Proportion (%) of pupil premium eligible pupils	10.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2023
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Tim Sullivan
Pupil premium lead	Vicky Clarke
Governor / Trustee lead	Allison Walling

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£151,198
Recovery premium funding allocation this academic year	£45,126.
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	£196,324

## Part A: Pupil premium strategy plan

### Statement of intent

Ashmole Academy believes that all students in our care, with the right support, can and will be academically and socially successful, regardless of their background.

The school's ultimate objective for those students categorised as disadvantaged is that the progress they make throughout their time in the school is in line with their peers who are not considered as being disadvantaged.

At present, to achieve this comprehensive objective, the school is working towards the following priorities:

- Improve the attendance of students eligible for the pupil premium
- Improve the reading ages and maths scores of students eligible for pupil premium to increase performance in English and mathematics, but also the ability of students to successfully access the broad curriculum
- To further progress within the school's wider extra curricular programme that targets students eligible for pupil premium in order to develop the characteristics of self-confidence and determination
- Eliminate the risk of students eligible for the pupil premium becoming NEET at the end of Y11 by providing a Y10-11 'future success' programme that supports students in their Post 16 choices

### Challenges

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

Challenge number	Detail of challenge
1	Number of students who are either persistently absent or who do not have good attendance to school
2	Increased attainment and closing of the gap for our disadvantaged students
3	Decline in students' reading ages (all years) during school closures and number of students in Y7 with a reading age below their actual age
4	Specific students finding key transitions difficult and this leading to concerns about students' engagement with the curriculum and subsequent behaviour concerns

5	Metacognition and independent learning approaches – a number of our PP students feel less equipped to work independently and do not know how to revise effectively
6	Well being, anxiety and low self-esteem concerns for some Pupil Premium students with mental health issues seriously hampering their progress at school compared to their peers

### 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
Reduce persistent absence and improve good attendance of students eligible for the pupil premium in each year group	Numbers of students who are eligible for the pupil premium and persistently absent to have reduced from 2021-2022 and 2022-2023 academic years and overall 'good attendance' of this group to have improved
To improve the reading ages of targeted students eligible for the pupil premium so they are higher than at the start of the 2022-2023 academic year	For the mid and end of year reading age tests for Pupil Premium students to demonstrate an improvement in reading ages
Reduce number of behaviour incidents recorded for students eligible for pupil premium from 2022-2023 academic year	For behaviour log records to demonstrate a decline in the number of recorded incidents and an increase in achievement points for pupil premium students
To increase the self- confidence and determination of students eligible for the pupil premium so that overall academic performance and engagement with school continues to improve	For 2022-2023 outcomes to continue to close the progress gap between pupil premium and non-pupil 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
LT member in charge of Pupil premium to oversee attendance of PP students within each year group	An increase in whole school focus on the importance of attendance	1
Continue to improve the consistency of quality teaching through regular whole staff training as well as our INSET programme. Launch of 'Closing the Gap' within all lessons.	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.	2, 5
Pupil Premium Coordinator appointment to raise awareness and support tracking and monitoring of PP students across the school.	Knowing the PP students in a class can help the teacher direct their questioning to improve pupil participation. 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.	1, 3
Pupil Premium LT lead to offer behaviour and emotional support for Pupil premium students who sometimes find lessons challenging	Fewer students withdrawn from lessons; improved engagement from targeted students	1,4,5, 6
English and Maths tutoring to increase provision for students in Yr7 and Yr8 who have lower than average literacy skills and numeracy skills	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 strategies is an additional six months' progress over the course of a year. Reading and maths tests to track student progress	2,3

Heads of Year and Student Support Managers	Pastoral support for young people where needed enables them to better focus on their learning, as evidenced by Maslow's hierarchy of needs	2, 4, 6

**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
Tutoring for after school Y11 revision programme	Progress of students eligible for pupil premium in previous academic years	3,4
Year 10 sessions in Maths and English later in the 2022-2023 academic year to prepare for transition into Year 11, led by Maths and English teachers	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	1, 2, 3
Academic peer tutoring - various year groups	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind.	1, 2
High level teaching assistants to provide one to one reading support for students who enter the school low reading score	This approach has consistently improved students' reading, confidence and access to the wider curriculum	1,2,5

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

Budgeted cost: : £55, 900

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Careers coordinator to provide careers advice for both Year 10 and Year 11 pupil premium students to facilitate work related learning opportunities	Numbers of students staying in school, education or training post16; numbers of students successfully accepted to and starting university	1,4,6
Extra curriculum Lead to monitor and evaluate the impact of wider curricular programme	Numbers attending and impact to be reviewed on a termly basis	1,5
The Duke of Edinburgh programme for students eligible for pupil premium in Y9 and Yr10	Numbers who have signed up and who will ultimately complete the programme	5
Increase number of departmental trips	Numbers attending and impact to be reviewed on a termly basis	2
Breakfast Club for Pupil Premium students to include breakfast and Literacy provision for Year 7	Numbers attending	2
Rewards programme increased with associated prizes, events and trips for Pupil Premium students	Improved engagement of rewards programmes and attendance to events and trips	3
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 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 2021 to 2022 academic year.

EBacc entry was 82%, which is higher than in the previous years, and significantly above the national average of which is just 45% for non-disadvantaged students.

Our review shows that student engagement for disadvantaged students has improved with a high percentage of Year 11 and Year 10 students attending after school tutoring sessions throughout the year. This has had a positive impact on GCSE results for the Year 11 cohort.

Staff are also more aware and better at identifying individual needs of disadvantaged students meaning that interventions can be more tailored and thus improving the well being and academic success of a higher proportion of disadvantaged students. Students are accessing a wider range of support which includes both academic and non academic support and our Pupil Premium Co-ordinator is liaising with parents to ensure effective home / school communication for the needs of individual children.

The overall attendance in 2021/2022 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.

### 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	