

Pupil premium strategy statement – Ashmole Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1893
Proportion (%) of pupil premium eligible pupils	12.7
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2023-24
Date this statement was published	20th December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	
Pupil premium lead	Ciaran Costello
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	145,935
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£10,695
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£155,935

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 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
- Improve attainment of year 11 pupil premium students in particular English and Maths GCSE grades and progress 8

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
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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
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 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 2023-2024 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 2023-2024 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 2023-2024 outcomes to continue to close the progress gap between pupil premium and non-pupil premium 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
Pupil premium coordinator to oversee attendance of PP students within each year group	The DfE's "Working together to improve school attendance" guidance highlights the importance of a whole school culture that promotes attendance. Effective monitoring and support will help target students with poor attendance.	1

Continue to improve the consistency of quality teaching through regular whole staff training as well as our INSET and Breakfast Club staff training programme with a particular focus on feedback, effective explanations and adaptive teaching	Research from the NFER shows that high quality teaching can add a whole year to a student's progress. Evidence Based Education's "Great Teaching Toolkit Evidence Review" highlights the importance of teacher explanations. EEF Toolkit's findings on feedback. Fletcher-Wood 2018 on responsive teaching.	2,5
Pupil Premium Coordinator to raise awareness and support tracking and monitoring of PP students across the school through the introduction of Pupil Premium Passports.	Use of student passports has been shown to be effective for SEN students (SEND code of Practice, 2015). Knowing the PP students in a class can help the teacher direct their questioning to improve pupil participation.	1,3
Staff mentors to offer behaviour and emotional support for pupil premium students who sometimes find lessons challenging alongside pastoral support by Heads of Year and Student Support Managers	Research on SEL interventions from the EEF toolkit	1,4,5,6
Launch of 'Closing the Gap' within all lessons by Pupil Premium Coordinator.	Research from the NFER shows that high quality teaching can add a whole year to a student's progress.	2

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one English and Maths tutoring for year 10 and year 11 students	In house evidence showing progress of students eligible for pupil premium in previous academic years EEF Toolkit's findings on one to one tuition. Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind	2,3,5
Academic peer tutoring - various year groups	EEF Toolkit's findings on peer tutoring.	2,3,5
High level teaching assistants to provide one to one reading support for	In house evidence of students' reading, confidence and access to the wider curriculum	1,2,5

students who enter the school with low reading scores	EEF Toolkit's findings on teaching assistant interventions.	
Additional English and Maths Mastery lessons for pupil premium students in Yr7 and Yr8 who have lower than average literacy skills and numeracy skills	EEF Toolkit's findings on small group tuition.	2,3

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

Budgeted cost: £ 30,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers coordinator to provide careers advice for both Year 10 and Year 11 pupil premium students to facilitate work related learning opportunities	Gatsby Benchmarks	2,6
Extra Curricular Lead to monitor and evaluate the impact of wider curricular programme	EEF toolkit evidence on Physical Activity and Arts Participation shows the benefits for core academic attainment in other areas of the curriculum particularly literacy and mathematics.	1,2,4
The Duke of Edinburgh programme for students eligible for pupil premium in Y9 and Yr10	EEF toolkit evidence on Physical Activity shows the benefits of physical activity for core academic attainment particularly literacy and mathematics.	1,6
Increase number of departmental trips	EEF toolkit evidence on extending school time shows enrichment activities without a specific focus on learning can have an impact on attainment	1,2,4
Subsidised music lessons for pupil premium students	EEF toolkit evidence on Arts Participation shows the benefits of arts participation for core academic attainment particularly literacy and mathematics.	1,2
Laptops/devices for pupil premium students	EEF guidance report on Using Digital Technology to improve learning	2,5
Revision guides and resources for pupil premium students from year 7 to 11	Targeted interventions and resources to meet the specific needs of disadvantaged pupils as per the EEF's Special Educational Needs in Mainstream Schools guidance document	2,5
Contingency fund for specific interventions	N/A	1,2

Total budgeted cost: £ 150,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Note that the school continues to face the ongoing impact of the COVID-19 pandemic and the outcomes achieved by our non-disadvantaged pupils and disadvantaged pupils were affected differently.

GCSE Results

EBacc Entry 71% (all students 84%, national 39%, local 61%)

Expected EBacc entry for exams in 2024 is 57%

English & maths at grade 5+ 50% (all students 77%, national 45%, local 66%)

Progress 8 0.27 (all students 0.88, national -0.03, local 0.64)

Attainment 8 46.8 (all students 61.1, national 46.2, local 57)

Our Ebacc entry for PP students is higher than the national and local averages, but lower than our previous high of 73.7% in 2021-22. This figure is projected to drop again in 2023-24 and it is not currently an intended outcome of our strategy to improve it.

The progress 8, attainment 8 and English and Maths GCSE scores of our GCSE cohort were all above national averages but below local and school averages. There has been an increase in the gap from 2021-22 to 2022-23 across all measures and therefore this intended outcome of our strategy plan was not met.

Attendance

Overall attendance 93.3% (national 91%, local 92.8%)

Non-PP attendance 94.1%

PP attendance 91.8%

The overall attendance figures for the school were lower in 2022-23 than in previous years, however the gap between PP and non-PP students was smaller (2.3% down from 2.5%), which is a small improvement and the attendance of our PP students remains above the national average. The percentage of PP students persistently absent (below 90%) was 29% compared to 14% for non-PP students.

Behaviour and Achievements

PP students accounted for:

- 25% of behaviour points
- 12% of achievement points

The data shows that PP students are now achieving an expected proportion of the achievement points awarded; we will continue to monitor behaviour incidents.

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. Students are accessing a wider range of support which includes both academic and non academic support and our Pupil Premium Coordinator is liaising with parents and teachers to ensure effective home / school communication for the needs of individual children.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	