

The purpose of the pupil premium is to narrow the attainment gap between disadvantaged students and their peers.

Ashley College students have widely differing health needs and attainment levels and we provide a wide range of different incentives and experiences to help students develop the habits and skills that help them learn and thrive. Some involve the whole school and some are designed for individual students with particular needs. There are many complexities surrounding the different types of children eligible for the Pupil Premium. The variety of strategies on offer reflect the issues one eligible child faces will differ significantly from another eligible child.

It is worth noting that majority of our pupils are on dual role and could be with us for a short period of time, we no longer receive PPG for these pupils as their mainstream schools may have already committed resources for the pupil. As we are funded through high needs we prioritise the achievement of all our pupils whether or not they are eligible for PPG.

COHORT (as at 19.10.18) - CENTRE & HOME TUITION		Total amount of PPG received	
Total number of pupils on roll	18	Financial year 2017-2018	£ 1402.00
Total number of PP	6		
Total % of pupils eligible for PPG	33%		

OBJECTIVE: to raise the attainment of disadvantaged pupils of all abilities to reach their potential, we achieve this through:

- Additional 1:1 academic sessions after school in order to improve GCSE results
- Monitoring the performance of PP and non PP students at each half termly data drop
- Working in partnership with mainstream schools and multi agencies.
- Providing pupils with opportunities to experience off site cultural and educational events
- Offering non curriculum based activities to increase self-esteem, confidence and raise awareness of future education/training pathways
- Providing learning resources and catch up work books for low attenders, those not making appropriate academic progress and those with signification gaps in their learning
- Provide uniform, stationery and text books
- Providing emotional and behavioural support through mentoring and the pastoral care system
- Challenging persistent absenteeism. There are procedures in place to robustly challenge parents/carers of persistent absentees as well as support to encourage attendance, such as free breakfast clubs, free lunches, reward vouchers for improved attendance.

PLANNED STRATEGY					
No.	Pupil Premium to be used for	Continued and New Activity	Brief summary of intervention	Specific intended outcomes	Monitoring & measuring impact
1.	Provide 1:1 targeted support sessions during and after school.	Continued	For Y11 pupils & Y10s taking exams Bespoke TA support (identified need- ie 1:1 reading at lunchtime)	To maximise the achievement of all students at GCSE. Build resilience.	Raised engagement & standard of work. Reading assessments. Half termly data drops. Attendance data. GCSE results.
2.	Provide Half Term and Easter revision classes.	Continued and New	Timetable of sessions: 18-22 Feb 2018 8-12 April 2018 Revision booklets.	To improve GCSE outcomes Ensure gaps in knowledge are addressed.	Raised attainment. Half termly data drops. Attendance data. GCSE results.
3.	Subsidise rewards trips and events.	Continued	Access to venues outside local community.	To provide enrichment to curriculum & opportunity to develop resilience in attending such places.	Calendar of events. Attendance to events. Feedback from staff & pupils.
4.	Provide 1:1 and/or small group therapeutic sessions.	Continued and New	Yoga; Mindfulness; Gardening; Zumba; Music; Drama; Qui Gong/ Tai Chi; Outdoor walks; Climbing wall; Local gym.	To remain calm and focused in stressful situations. Improve emotional and physical health.	Evaluation of activities. Pupil surveys Attendance data PDA assessment analysis.
5.	Provide breakfast club & free lunch to all pupils.	Continued	Pupils provided healthy sustenance in the morning & encouraged to attend school on time & provided with nutritious daily lunch, using fresh and school grown ingredients to maintain healthy sustenance	To support families who may not be able to provide a hot breakfast. Pupils ready for learning and improve concentration through healthy eating.	Attendance data. Pupil feedback. Lunch/Breakfast menus.
6.	Purchase of <i>My Maths</i> – on line resource and <i>Doddle</i> .	Continued	To provide opportunity for pupils developing learning using alternative facilities to teacher led lessons.	To improve motivation & interest in lesson by being able to work independently and at home.	Pupils work. Homework diaries. Feedback from pupils/parents. Medium-term curriculum plans.
7.	Brent Music Services.	Continued	Pupils to have the opportunity to learn an instrument &/or develop skills with an existing instrument they play.	Enjoyment and engagement. Therapeutic support. Develop confidence.	Assessment from music staff & form tutor. Pupil feedback. Pupil performances at events.

8.	Attendance reward system.	Continued	Weekly and Half termly reward system. Students are awarded weekly certificates and on Fridays, they can choose from a pick n mix treat box if they have 100% attendance for that week.	Improve engagement by recognising & rewarding positive habits in attendance & punctuality.	Weekly. Half termly. Form Tutor/Attendance officer/EWO
9.	Connexions.	Continued	We have a Connexions advisor working with all KS4 students, who identifies any extra support a PP pupil may need to help them to progress successfully through to FE or employment.	To ensure all pupils progress on to FE or employment.	Connexions worker and DHT monitor and review support provided every month.
10.	University visits.	Continued	We organise an annual Oxbridge visit. The programme targets deprived pupils from an early age to raise their aspirations and aim for Higher Education.	Increase number of pupils from disadvantaged background to attend University.	YR11 leaver records. Prevent NEETs
11.	Mentoring 1:1	New	Mentoring support provided to pupils struggling to improve attendance or overcome emotional barriers to learning.	Provide support to pupils, especially those who may have other social/family factors impacting on their ability to attend and engage in learning.	Assistant Headteacher identifies individual pupils. Improve attendance. Attendance analysis.
12.	Additional Literacy Sessions.	New	1x literacy lesson per week for KS3 pupils 2x lunchtime literacy sessions for all pupils. 1:1 literacy sessions for pupils identified as being 2 or more years below their expected reading age.	The Reading, writing and communication skills of all students, including disadvantaged students, improves.	Progress is monitored through the half termly data drops by Literacy lead and Deputy Head.