

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

As Ashley College students have widely differing health needs, and attainment levels, 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 of these involve the whole school and some we design for individual students' particular needs.

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

| COHORT as at 07.10.2020 CENTRE, HOME TUITION and CRYSTAL HOUSE (3) | | Total amount of PPG received | |
|---|-----|------------------------------|-------|
| Total number of pupils on roll | 18 | Financial year 2020-2021 | £0.00 |
| Total number of PP | 7 | | |
| Total % of pupils eligible for PPG | 39% | | |

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

- Providing uniform, stationery and text books
- Increasing cultural capital for this group by providing pupils with opportunities to experience off site cultural and educational events
- Ensure students have appropriate technology at home to enable them to engage with remote learning when necessary
- Continuing with extended day for KS4 on Mondays and Tuesdays in core subjects to improve GCSE Results
- Provide extra homework clubs for all students to address gaps in learning
- Monitoring the performance of PP and non PP students at each termly data drop
- Working in partnership with mainstream schools and multi agencies
- Offering non curriculum based activities to increase self-esteem, confidence and raise awareness of future education/training pathways
- Providing quality learning resources and catch up work/online programmes for low attenders, those not making appropriate academic progress and those with significant gaps in their learning
- Providing emotional and behavioural support through mentoring and the pastoral care system
- Ensure robust procedures are in place to challenge parents/carers of persistent absentees as well as support to encourage attendance, such as free breakfast clubs, free lunches, and reward vouchers for improved attendance.

| PLANNED STRATEGY | | | | | |
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| No. | Pupil Premium to be used for | Continued and New Activity | Brief summary of intervention | Specific intended outcomes | Monitoring & measuring impact |
| 1. | Compulsory extended days (period 7) for core subjects. | Continued | For Y11 pupils & Y10s taking exams | To maximise the achievement of all students at GCSE. Build and embed knowledge. | Raise standards of pupil work. Termly data drops. Attendance data. GCSE results and pupil progress. |
| 2. | Technology: IT support and equipment | New | Ensuring connectivity and access to learning | Maintain academic progress | Teaching logs Attainment data Maintained or improved progress |
| 3. | Provide Half Term and Easter revision classes. | Continued and New | Timetable of sessions: February half term 2021 Easter break 2021 Revision booklets. | To improve GCSE outcomes Ensure gaps in knowledge are addressed. | Raised attainment. Termly data drops. Attendance data. GCSE results and pupil progress. |
| 4. | Address literacy as a barrier to learning through investment in Bedrock Learning tool. | Continued | Highly acclaimed programme for raising literacy levels. Personalised programme is built around regular test points. | Students to read on or above their chronological reading age. | The software provides an overall picture of individual and whole cohort progress. |
| 5. | Subsidise trips and events. | Continued | Access to venues within and outside the local community. | To provide enrichment to curriculum & opportunity to develop resilience in attending places, often out of their comfort zones and increase cultural capital. | Calendar of events. Attendance to events. Impact reports and feedback from staff & pupils. |
| 6. | Provide small group (or 1:1) therapeutic sessions. | Continued and New | Yoga, Wellbeing, Gardening, Music; Debating, PSHCE, Outdoor walks, climbing wall, gym, equine therapy, art therapy. | To remain calm and focused in stressful situations. Improve emotional and physical health. | Evaluation of activities. Pupil surveys Attendance data PDA assessment analysis. |

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| 7. | Provide breakfast club & free healthy 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. |
| 8. | Utilise on line resource and <i>My Maths, Doodle. Hegarty Maths, MY GCSE Science</i> | Continued and New | To provide <ul style="list-style-type: none"> • opportunity for pupils to fill gaps in their learning • online learning platforms for home learning and increase ability to learn independently | To improve motivation & interest in lessons by being able to work independently and at home. | Pupils work. Homework diaries. Feedback from pupils/parents. Medium term curriculum plans. |
| 9. | Brent Music Services | Continued | Pupils to have the opportunity to learn an instrument &/or develop skills with an existing instrument they play. We can also provide free Peripatetic lessons. | Enjoyment and engagement. Therapeutic support. Develop confidence. | Assessment from music staff & link tutor. Pupil feedback. Pupil performances at events. |
| 10. | Attendance reward system | Continued | Weekly and Half termly reward system. Students are awarded weekly certificates and half termly reward vouchers | Improve engagement by recognising & rewarding positive habits in attendance & punctuality. | Weekly. Half termly. Form Tutor/Attendance officer/EWO |
| 11. | 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. Advisor also delivers careers sessions as part of our PHSCE programme | To ensure all pupils progress on to FE or employment. | Connexions worker, Yr11 mentor and HT monitor and review support provided every month. |
| 12. | CBT Therapist | Continued | To provide therapeutic support for students and families | To provide students with the skill to cope and improve their wellbeing and engagement | Improved attendance and engagement Attendance reports Progress data |
| 13. | University visits (Dependent on COVID-19 Pandemic) | 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 |

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| 14. | Mentoring 1:1 | Continued | 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. | SLT identifies individual pupils. Improve attendance. Attendance analysis. |
| 15. | Additional Oracy and Reading Sessions. | New/Continued | Continue 1x reading sessions at lunch times for all pupils. 1 session per week timetabled for oracy 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 new Bedrock software, by Literacy lead and Deputy Head. Student led assemblies and debating sessions |