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	Ashley College
Number of pupils in school	20
Proportion (%) of pupil premium eligible pupils	50%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1 year
Date this statement was published	11th November 2021
Date on which it will be reviewed	Autumn 2022
Statement authorised by	Ranjna Shiyani, Headteacher
Pupil premium lead	Anne Marie Mika
Management Committee Lead	Andy Dunne

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1345.00
Recovery premium funding allocation this academic year	£6000.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£7345.00

Part A: Pupil premium strategy plan

Statement of intent

> 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 they require in order to learn and thrive. Some of these involve all students 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 the boroughs high needs fund, we prioritise the achievement of all our pupils whether or not they are eligible for PPG.

Challenges

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

Challenge number	Detail of challenge
1	Maximising attendance in order to support learning and social skills
2	Maximising engagement in learning, address gaps in learning and support students to work independently
3	Improving students' skills in managing anxiety, improving wellbeing, coping with stress
4	Increasing students cultural capital
5	Improving reading, writing, communication skills and confidence

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
To maximise the achievement of all students Build and embed knowledge	Attendance will be maintained or improve Standards of pupil work raised. GCSE results and pupil progress.
Maintain academic progress	Attendance will be maintained or improved Maintained or improved progress will be shown in teaching logs and attainment data
To improve GCSE outcomes and ensure gaps in knowledge are addressed.	Targeted support shown in teaching logs Raised attainment. GCSE results and pupil progress.
Students to read on or above their chronological reading age.	The software provided and the additional Oracy and Reading Sessions will show an overall picture of individual and whole cohort progress.
Provide opportunities to develop students' resilience and increase cultural capital	A calendar of events, trips and visits will show these opportunities to visit places, often out of students' comfort zones, increasing their cultural capital but also their resilience in attempting new travel methods and activities. Noted attendance to events. Impact reports and feedback from staff & pupils.
Students to remain calm and focused in stressful situations and improve their emotional and physical health.	Evaluation of relevant activities. Pupil surveys will show a positive increase in their personal development/wellbeing PDA assessment analysis will provide both an individual and overall picture of trends
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 indicating early starts to attend breakfast club Ensuring all students are offered a school lunch Lunch/Breakfast menus available.
To improve motivation & interest in lessons by being able to work independently and at home.	Pupils work pattern reflects changes Homework diaries indicating word expected and completed. Positive feedback from pupils/parents/teaching staff. Medium term curriculum plans to reflect changes in work patterns.
Ensure enjoyment and engagement in therapeutic support. Develop confidence in sessions.	Assessment from music staff & link tutor. Pupil feedback. Pupil performances at events.

Improve engagement by recognising & rewarding positive habits in attendance & punctuality.	Improvement in weekly attendance data. Improvement in half termly data. Form Tutor/Attendance officer/EWO reports
To ensure all pupils progress on to FE or employment.	Connexions worker feedback, Yr11 mentor feedback Prospects will monitor and review support provided – line managed by DHT
To provide students with the skills to cope and improve their wellbeing and engagement	Improved attendance and engagement Attendance reports Progress data and case studies for year 11 leavers
Increase number of pupils from disadvantaged background attending University.	Improved uptake of places for identified pupils – monitored through Prospects
Provide support to pupils, especially those who may have other social/family factors impacting on their ability, to attend and engage in learning.	Attendance analysis provides confirmation of improvement and highlights other areas of development
The reading, writing and communication skills of all students, including disadvantaged students, improves.	Progress is monitored, by Literacy lead and Deputy Head, through new Bedrock software and a bank of interventions that are monitored Student led assemblies and debating sessions

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: £4062.52

Activity	Evidence that supports this approach	Challenge number(s) addressed
Recruitment of Therapist for half day per week	Some of our pupils are not receiving any targeted support for their mental health needs. The therapist will target these pupils with the aim of improving the mental health and wellbeing of pupils.	1,2,3,4,5
Provide further training for TA/Mentor	Training in Coaching and Mentoring will better equip the TA to support pupils and further develop his understanding of strategies which can then be shared with the TA team.	1,2,3,4,5
Literacy / Numeracy training and programmes	• The English teacher has shared with staff details and use of the Bedrock programme. This helps build tier vocabulary and students make progress over the 6 weekly blocks. • Literacy interventions include touch typing, extra reading for students with a reading age lower than their chronological age. • Rock stars provides an interactive, competitive platform to improve times tables + Hegarty Maths fills learning gaps. Both of which have been demonstrated to all teaching staff by the maths teacher	2, 5
Provide CPD to teachers & TAs to enhance teaching & learning	• Teaching staff have received Ofsted update and Developing Health Work Practices sessions. The staff feed-back was positive for the developing healthy working practices session. If our staff feel they can manage work-load without feeling overburdened they are in a better position to provide high quality lessons to students. • Staff have had training on, and are using, a new assessment tool when grading students at the end of each	2,3,

Activity	Evidence that supports this approach	Challenge number(s) addressed
	term. This will allow them to better assess progress and therefore enhance the next steps. Individual CPD impact is measured at 6 monthly intervals	
Wellbeing sessions or Staff and Students	Our aim is to support the wellbeing of both staff and pupils by delivering a variety of sessions. We will be led by staff and pupils as to their needs/preferences and will provide programmes tailored to their needs and the needs of the college.	
Encourage further use of VR	VR is being used effectively in Science to provide specific learning experiences e.g. exploration of earth's surface and the body	

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

Budgeted cost: £26728.77

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing and subsidising trips and events to increase cultural capital	Organisation and subsidising of trips allows all students to encounter activities and venues that they may not have the opportunity to do in their normal day to day life	3,4
Provide therapeutic sessions, music sessions & mentoring (all 1:1, if required)	Providing an holistic environment encompassing free breakfast and lunch, Yoga, wellbeing sessions, mindfulness, gardening, music, drama, outdoor walks, climbing wall, gym, equine therapy, art therapy, gong therapy, or more specific targeted therapy eg. CBT supports students in gaining the strategies required to improve/support their mental health and wellbeing and improve their social & communication skills	1, 2, 3, 4, 5
Connexions Advisor sessions	A specialist outside advisor • delivering careers sessions • supporting students in looking at their future careers and the path required to achieve this • assisting students with applications	2, 3, 1

Activity	Evidence that supports this approach	Challenge number(s) addressed
	All of this enables students going forward to apprenticeships, university or employment. This is can be monitored by our students future destinations	
University Visits	We organise an annual Oxbridge visit. The programme targets deprived pupils from an early age to raise their aspirations and aim for Higher Education. The visits opens their eyes to the opportunities available and inspires them to achieve	2, 4, 1
1:1 Mentoring	Targeted support provided to pupils, especially those who may have other social/family factors impacting on their ability to attend and engage in learning, will provide them with the tools to improve their attendance, therefore enhancing their learning. A mentor can also reinforce the other strategies that will enable students to work on managing their anxieties and improve their wellbeing.	1, 2, 3

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

Budgeted cost: £4117.44

Activity	Evidence that supports this approach	Challenge number(s) addressed
Compulsory extended days (period 7) for core subjects and half term and Easter revision classes for GCSE students	Targeted support in specific subjects, topics and gaps in knowledge provides students with the ability to catch up thus enabling both GCSE and non GCSE students to progress	2, 5
Providing IT support and equipment	Good connectivity and access to current technology enhances and supports the learning experience of all students	2, 4
Address literacy as a barrier to learning through investment in Bedrock Learning tool and Additional Oracy and Reading Sessions.	Bedrock is a highly acclaimed programme for raising literacy levels. Personalised programme is built around regular test points. Specific, regular, targeted reading and oracy sessions have been proven to increase students reading abilities	2, 5
Utilise on line resource and *My Maths, Hegarty Maths, MY GCSE Science, Kerboodle*	Supportive online learning provides an opportunity for pupils to fill gaps in their	2, 5

	learning and increases their ability to learn independently and work at home	
Attendance Reward System, daily calls to parents and personalised timetables for students	Incentives to attend help improve attendance therefore supporting learning. Students can be awarded weekly attendance certificates and/or half termly voucher awards.	1, 2
Free breakfast and lunch	Providing an holistic environment encompassing free breakfast and lunch alongside other targeted therapeutic measures	1, 3
Providing uniform - 2 tops per pupil	Ensuring pupils are in a position to come in to school with the same uniform as all others to ensure their wellbeing is not affected by deprivation	1, 3

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

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.

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
My Maths	Oxford University
Hegarty Maths	Colin Hegarty
My GCSE Science	Educational Resources Online Limited
Twinkl	Twinkl
Widget	Widget Software
PIVATS	Lancashire County Council
Kerboodle	Oxford University Press
Bedrock Learning	Bedrock Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
We get no direct funding. To raise the attainment of disadvantaged pupils of all abilities to reach their potential:	We achieved this through - providing uniform, stationery and text books for home use - increasing cultural capital for this group by providing pupils with opportunities to experience off site cultural and educational events – limited by Covid. However, there were a number of educational trips during the summer term - Somerset House, Welcome Trust, Brent Museum and a reward trip to Jungle Golf - extending the school day (period 7) on Mondays and Tuesdays for core subjects, to address the gaps in the pupils' learning - monitoring the performance of PP and non PP pupils at each termly data drop - working in partnership with mainstream schools and multi agencies to ensure the best outcomes for learners

	- offering non-curriculum based activities to increase self-esteem, confidence and reduce anxiety e.g drama, yoga, gardening, offsite equine therapy - providing online courses for Year 11 pupils, linked to their future pathways, over the summer break as well as employing a mentor to provide ongoing mentoring during this period - 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 - providing incentives to support and encourage attendance, such as free breakfast clubs, free lunches, and reward vouchers for improved attendance - addressing persistent absenteeism with procedures in place to robustly challenge parents/carers of persistent absentees - giving food vouchers to any of our pupils who were unable to attend the centre due to COVID and were learning remotely - using school minibus to assist with pick-ups and attendance - providing ongoing remote/online learning and suitable IT equipment if required - addressing literacy as a barrier to learning through - investment in Bedrock Learning tool - additional reading sessions - providing small group (or 1:1) therapeutic sessions - utilising *My Maths*, MY GCSE SCIENCE, Hegarty Maths and Kerboodle – on line resources - providing Brent Music Services - providing additional peripatetic music sessions - providing Wellbeing/mindfulness using VR equipment - providing careers advice and further learning through Connexions - provision of 1:1 TA support for targeted pupils - providing debating sessions to improve confidence, develop key communication skills
What was the impact of that spending on service pupil premium eligible pupils?	**Using various online learning platforms** - Pupils more confident about tackling problem solving questions independently at home. - Improved reading against base line assessment **Using specific technology and music, yoga, outdoor gym, art therapy etc** - Pupils are able to relax and reduce anxiety levels. Enabling them recognise how either music or skills learnt through therapies can help them to manage stress and anxieties when at home and in the future - learn slow breathing and gentle stretching techniques to reduce stress and anxiety - learn the skills and abilities required to give them confidence to using gyms etc outside off school - visualise and prepare for travel or transition into our school

	Mentoring
	   o Enabled pupils to continue studies during COVID
	   o All Yr11 successfully transitioned to FE or 6TH Forms
	Offsite Visits
	Pupils have benefited from travelling to, and participating in, offsite educational activities which have created opportunities for them to
	   o build on positive relationships with staff and peers
	   o cope with travel on public transport
	   o manage in a large crowded environment
	   o gain greater knowledge of cultural opportunities
	   o gain understanding of the wider world and career opportunities
	Connexions
	   o this support has enabled Yr11 students successfully transition to FE or 6TH Forms
	Free Breakfast Club/Free Lunch
	   o has increased punctuality and attendance
	Weekly/Half Termly Attendance Awards
	   o Raised motivation for pupils
	   o Improved attendance
	Free Uniform for PP Students (or those in need)
	   o Improved morale and reduction of some of the financial burden put on parents.