

Ashley College – Catch-up Premium Strategy and Impact

2020 - 2021

Funding allocation (PRU and Special schools)

Schools' allocations will be calculated on a per pupil basis, providing each AP Alternative Provision with a total of £240 for each pupil in year's 1 to 11.

As the catch-up premium has been designed to mitigate the effects of the unique disruption caused by coronavirus (COVID-19), the grant will only be available for the 2020 to 2021 academic year. It will not be added to schools' baselines in calculating future years' funding allocations.

Use of funds

Schools should use this funding for specific activities to support their pupils to catch up for lost teaching over the previous months, in line with the guidance on [curriculum expectations for the next academic year](#). (See also [EEF - School Planning Guide 2020-21](#)) Schools have the flexibility to spend their funding in the best way for their cohort and circumstances.

Accountability and monitoring

As with all government funding, school leaders must be able to account for how this money is being used to achieve our central goal of schools getting back on track and teaching a normal curriculum as quickly as possible.

Given their role in ensuring schools spend funding appropriately and in holding schools to account for educational performance, governors and trustees should scrutinise schools' approaches to catch-up from September, including their plans for and use of catch-up funding. This should include consideration of whether schools are spending this funding in line with their catch-up priorities, and ensuring appropriate transparency for parents. (DfE guidance - Coronavirus (COVID-19) catch-up premium - updated 24/08/2020)

<https://www.gov.uk/government/publications/catch-up-premium-coronavirus-covid-19>

Summary Information			
Number of Pupils	20	Amount of catch-up premium received per pupil:	£240
Total catch-up premium budget:	£4,800*		

*We have spent significantly more than this to aid catch up as our students already have significant gaps in spite of Covid

STRATEGY STATEMENT	
Previous Strategy Statements and Impact Statements	
Close the gap between disadvantaged young people and their peers.	<ul style="list-style-type: none"> ➤ Our pupils have significant gaps in their learning prior to being referred to Ashley College, due to medical needs resulting in non- attendance to their mainstream schools All our pupils have medical needs ➤ KS3 + year 10 cohort – by summer 2021 no disparity between PP student outcomes and that of their peers (only 2 non PP students out of 9). ➤ Yr11: - Off the 4 PP pupils 2 had EHCPs and 1 had psychosis. Majority of the PP pupils’ baseline scores were lower than that of the non-PP. Therefore, when we compare outcomes for the PP to non-PP they did not perform as well.
Increase the number of disadvantaged young people GCSE Levels 4+ in English & Maths and Function Skills Level 1/2 passes in Maths & English	<ul style="list-style-type: none"> ➤ 100% of disadvantaged students achieved 5 or more L2 qualifications ➤ Positive progress was made for all PP students from their starting points

<p>Improve attendance for disadvantaged young people</p>	<p>➤ Positive headlines for the 4 PP students - year 11</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>PP Student 1: Prior to AC - 58.8% Yr11 attendance - 72%</p> <p>PP Student 3: Prior to AC: 0% Yr11 attendance: 54 %</p> </td> <td style="width: 50%; vertical-align: top;"> <p>PP Student 2: Prior to AC: 0 % Yr11 attendance: 63%</p> <p>PP Student 4: Prior to AC - 50% Yr11 attendance - 95%</p> </td> </tr> </table> <p>PP/FSM centre learners 64% overall attendance figure for academic year compared to 82% of non PP learners, (bringing this cohort data to 18% lower than the non PP)</p>	<p>PP Student 1: Prior to AC - 58.8% Yr11 attendance - 72%</p> <p>PP Student 3: Prior to AC: 0% Yr11 attendance: 54 %</p>	<p>PP Student 2: Prior to AC: 0 % Yr11 attendance: 63%</p> <p>PP Student 4: Prior to AC - 50% Yr11 attendance - 95%</p>
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<p>Improve mental health and wellbeing support for disadvantaged young people</p>	<p>➤ Equine therapy total cost - £3080 ➤ Music therapy total cost - £3931.82 ➤ Yoga total cost - £2440</p>		
<p>Disadvantaged young people engage in the Catch-Up Curriculum Intervention Programme in the Easter Holidays and Summer Term Half Term</p>	<p>➤ Easter classes £1729.07 total cost – <i>also offered in summer term</i></p>		
<p>Disadvantaged young people engage in catch up work and remote learning via laptops at home.</p>	<p>➤ All pupil had laptops, 2 provided by Ashley College.</p>		
<p>Disadvantaged young people supported by learning mentor through the summer holidays</p>	<p>➤ GLA mentoring programme in place for all disadvantaged yr11 pupils- 18 months of mentoring from the point of leaving</p>		

BARRIERS TO FUTURE ATTAINMENT

Barriers to learning:

- The majority of young people arrive at our College with significant gaps in learning due to adverse childhood experiences or complex medical conditions, mental health and emotional disorders.
- All our parents support the work of the College but are not always in tune with their child's needs and how to best support them. Families are supported in the Centre to understand the positive ways forward to support their child's learning and emotional needs.

TEACHING PRIORITIES		
A	<p>Online learning is developing but can be developed further to improve access to learning at home for all pupils</p>	<p>A strong remote learning offer is in place. Using google classrooms and other online, we have delivered a full timetable of 5 sessions per day for Yr10s and 3 sessions per day for KS3. Wellbeing and Yoga sessions via webcam are also delivered. Staff prepare Google Classroom resources, have staff meetings and CPD/online training. Where required, learning packs are sent home for individuals self-isolating and processes are fully understood in the event of a bubble having to isolate, with a business continuity plan in place. This process involves supporting website recommendations including Hegarty Maths, Doodle, BBC Bitesize and the new Oak Academy.</p> <p>Guidelines are shared with staff, management committee and parents through the school website and via regular emails, with clear expectations for learning being followed by all.</p> <p>Guidelines are shared with staff, governors and parents through the OneDrive and school website, with clear expectations for learning being followed by all.</p> <p>Impact – 100% online engagement</p>
B	<p>Pupils who have fallen behind in learning due to lack of support from home during lockdown.</p>	<p>Use of catch-up funding to pay for extra tuition for pupils, using an additional teaching assistant to work with those students who have not progressed sufficiently during 1st lockdown.</p> <p>Easter revision classes support year 11 students working toward securing evidence of learning to support their teacher assessed grading took place for English, History, Mathematics and Art.</p> <p>Impact –Extended days on Mon and Tues Yr 11 PP pupils achieved higher than their predictions when compared to their baseline</p>

	<p>C Access to online home learning for pupils without technology.</p>	<p>Laptops distributed from existing old stock for those pupils who needed it. Created a register of those who do and do not have access to WIFI, tablets and or laptops. (Order required amount paid for from school budget). Use school funding to buy additional resources where needed.</p> <p>Impact: All PP pupils accessed online learning</p>
	<p>D Students have gaps in learning due to lockdown</p>	<p>Use of catch-up funding to pay for extra tuition for pupils, using an additional teaching assistant to work with those students who have not progressed sufficiently during 1st lockdown</p> <p>Impact: Positive outcomes for PP yr 11 learners partially as a result of extra TA input £50 of reading vouchers</p>

TARGETED ACADEMIC SUPPORT		
	<p>E All young people gain a college placement or apprenticeship. NEET is minimised</p>	<p>To continue the successful work of the additional teaching assistant by engaging two of our current staff to work for two weeks over the summer term, to enable all young people the full opportunity to access their next steps.</p> <p>Impact: 100% of PP students were offered a college placement + ongoing support from the GLA continues until January 2023.</p> <p>Travel to work experience funded for 1 PP learner @ £43 Online web course to support future career choice + travel to work experience for 1 PP learner £250</p>

WIDER SUPPORT		
	G	<p>Pupils' mental health and wellbeing has been impacted on during lockdown.</p> <p>Continue through 2020-21 with the three wellbeing sessions each week. All students to be encouraged to take part in weekly yoga classes.</p> <p>Equine therapy total cost - £3080 Music therapy total cost - £3931.82 Yoga total cost - £2440</p>
	I	<p>Working with parents in supporting their children's learning and levels of engagement.</p> <p>Providing regular feedback on child's progress, while offering advice on how they can improve the home learning environment.</p> <p>Impact -Regular parent group sessions run by SENCO</p>

Impact - Brief Year 11 case studies	
<p>Pupil 1: Attainment: 4 GCSEs and 2 Level 2 qualifications 2 GCSEs at 4 + Attendance: Prior to AC - 58.8% AC- 72%</p>	<p>Personal: <u>Reason for being at AC:</u> Post-Traumatic Stress Disorder diagnosis. Highly anxious – rarely leaves the home. Struggles to sleep. Experiences regular flashbacks which can interfere with her focus and concentration. <u>Personal achievements:</u> Developed more self-confidence and engaged with learning positively enabling her to raise her self-esteem and aspirations. AD stated: 'Now I can say I've gained more confidence within myself and I'm more excited to see what the future holds for me at this point in my life since I've been on a path for greatness since Ashley College.' Destination: FE - Hair and Beauty Apprenticeship at a major hair salon company</p>

<p>PP Pupil 2:</p> <p>Attainment: A8 score of 42.5 7 qualifications Grade 6 in Art and grade 5 for English</p> <p>Attendance: Prior to AC: 0 % Yr11 attendance: 63%</p>	<p>Personal: <u>Reason for being at AC:</u> Psychotic symptoms. Hears voices telling him to harm himself but is aware they are not real. Severe anxiety. EHCP. <u>Personal achievements:</u> Quality of his expressive art work, grew significantly in confidence. CJ stated: <i>' In conclusion, what I am trying to say is that ever since I started going to Ashley College, it's like I have evolved from the person I was to the person I am and the times I've been here will always change me for the better.'</i></p> <p>Destination: FE - Accountancy (relocated to Stockton on Tees with family)</p>
<p>PP Pupil 3:</p> <p>Attainment: 5 qualifications at L2- a significant achievement for this young man</p> <p>Attendance: Prior to AC: 0% Yr11 attendance: 54 %</p>	<p>Personal: <u>Reason for being at AC:</u> EHCP. Had not attended school since September 2020 - threatened to take life if he has to attend mainstream Reluctant reader and writer (mother struggles with this). Very sensitive to noise, touch and certain textures of material and foods <u>Personal achievements:</u> Social confidence grew and he engaged in conversation, displayed a good sense of humour and quick witted. CL stated : <i>'AC has helped me improve my attendance because it has given me encouragement and reason for me to go and enjoy school which allowed me to rebuild my confidence and self-esteem.'</i></p> <p>Destination: FE - Westminster</p>
<p>PP Pupil 4:</p> <p>Attainment: 5 GCSEs at grade 4 and above 7 L2 qualifications</p> <p>Attendance: Prior to AC - 50% AC- 95%</p>	<p>Personal: <u>Reason for being at AC:</u> Suffers from severe anxiety. Experienced fear of attending school. Irregular sleep patterns and appetite. Poor auditory, visual and working memory. To be supported by SaLT. ECHP applied for and granted during his stay at AC. <u>Personal achievements:</u> Developed a passion for Art, socially more confident. OT stated:</p>

'Being at Ashley College has supported me with expanding my knowledge to explain to people different topics in a creative and efficient way, via google slides and google docs especially, during the start of the coronavirus pandemic.

It's been way easier to go around the school without as much pressure as my old school because the size of it isn't big and there aren't many students.

I like music here too because I get to express myself through playing the bass, keyboard and drums without pressure from the music teacher and work with other students to create amazing sounding music if the students don't get side tracked.'

Destination: FE - WAC Arts