

# Pupil premium strategy statement

This statement details our school's use of pupil 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 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 ( <b>3 year plans are recommended</b> )	1 year
Date this statement was published	September 2022
Date on which it will be reviewed	Autumn 2023
Statement authorised by	Ranjna Shiyani, Headteacher
Pupil premium lead	Anne Marie Mika
Management Committee lead	Noreen Wazir

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1,723
Recovery premium funding allocation this academic year	£6,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£7,723

## Part A: Pupil premium strategy plan

### Statement of intent

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

As Ashley College pupils have widely differing health needs, and attainment levels. We provide a wide range of different incentives and experiences to help pupils develop the habits and skills they require in order to learn and thrive. Some of these involve all pupils and some we design for individual pupils' 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 borough's 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 pupils to work independently
3	Improving pupils' skills in managing anxiety, improving wellbeing, coping with stress
4	Increasing pupils 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 pupils Build and embed knowledge	Attendance will be maintained or improve Standards of pupil work raised. GCSE results and pupil progress.
Maintain academic progress	Individual attendance will 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 individual support shown on weekly target monitoring sheets Raised attainment GCSE results and pupil progress.
Pupils 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 pupils' resilience and increase cultural capital	A calendar of events, trips and visits will show these opportunities to visit places, often out of pupils' comfort zones, increasing their cultural capital but also their resilience in attempting new travel methods and activities. Noted attendance to events/trips. Impact reports and feedback from staff & pupils.
Pupils 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 who need it will have better start to the school day; which in turn will improve engagement
Pupils ready for learning and improve concentration through healthy eating	Lunch/Breakfast menus available.
To improve motivation & interest in lessons by being able to work independently and at home	Pupils workbooks evidence independent pieces of work Homework diaries indicate work expected and completed. Positive feedback from pupils/parents/teaching staff. Medium term curriculum plans identify opportunities for independent learning
Ensure enjoyment and engagement in therapeutic support. Develop confidence in sessions	Termly feedback from therapeutic providers Pupil feedback Pupil performances at events and assemblies
Improve engagement by recognising & rewarding positive habits in attendance & punctuality	Improvement in individual weekly attendance Improvement in individual half termly attendance Increased number of half termly certificates and rewards handed out to pupils
To ensure all Yr 11 pupils progress on to FE, apprenticeships/training or employment	100% no NEETS
To provide pupils with the skills to cope and improve their wellbeing and engagement	Improved attendance and engagement Pupils feedback positively through formal surveys and informal discussion

Provide support to pupils, especially those who may have other social/family factors impacting on their ability, to attend and engage in learning	Improved attendance and engagement Improved outcomes Higher % of pupils going on to FE or transitioning to permanent provision
The reading, writing and communication skills of all pupils, including disadvantaged pupils, improves.	Pupils reading and writing improves; evidenced by appropriate software programme Greater number of pupils participating in pupil led assemblies and debating sessions

## Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

### Teaching (CPD, recruitment and retention)

Budgeted cost: £31,091

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant	Reading and literacy interventions, 1:1 support, mentoring and social and emotional support	1,2,3,5

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

Budgeted cost: £15,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
Providing and subsidising trips and events to increase cultural capital - £2,000	Organisation and subsidising of trips allows all pupils 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 & mentoring (all 1:1, if required) free breakfast and lunch £10,280	Providing a 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 e.g. counselling to support pupils 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 - £3,150	A specialist advisor <ul style="list-style-type: none"> <li>• delivering careers sessions</li> <li>• supporting pupils in looking at their future careers and the path required to achieve this</li> <li>• assisting pupils with applications</li> </ul> All of this enables pupils going forward to apprenticeships, FE or employment. Weekly feedback report	2, 3, 1

	Achieving 100% no NEETS	
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 pupils to work on managing their anxieties and improve their wellbeing.	1, 2, 3

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

Budgeted cost: £2,685

Activity	Evidence that supports this approach	Challenge number(s) addressed
Half term and Easter revision classes for GCSE pupils	Targeted support in specific subjects, topics and gaps in knowledge provides pupils with the ability to catch up thus enabling improved year 11 outcomes	2, 5
Providing IT support and equipment	Good access to current technology enhances and supports the learning experience of all pupils	2, 4
Address literacy as a barrier to learning through investment in Bedrock Learning tool and Additional Oracy and Reading Sessions. Accelerated Reader trial as tracking tool and a literacy intervention. £1,165	Bedrock is a highly acclaimed personalised programme for raising literacy levels – following the intervention, our pupils showed a 26% increase in recognition of words (above the average of 20%).  Specific, regular, targeted reading and oracy sessions have been proven to increase pupils reading abilities.	2, 5
Utilise on line resource and <i>My Maths, Hegarty Maths, MY GCSE Science, Kerboodle</i> £1,020	Supportive online learning provides an opportunity for pupils to fill gaps in their learning and increases their ability to learn independently and work at home	2, 5
Attendance Reward System + daily calls to parents and personalised timetables for pupil - £500	Incentives to attend help improve attendance therefore supporting learning. Pupils can be awarded weekly attendance certificates and/or half termly voucher awards.	1, 2

**Total budgeted cost: £18,115**

## 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 2021-22 academic year.

Measure	Details
<p>We get no direct funding.</p> <p>To raise the attainment of disadvantaged pupils of all abilities to reach their potential:</p>	<p>Achieved through:</p> <ul style="list-style-type: none"> <li>provided uniform, stationery and text books for home use</li> <li>increased cultural capital for this group by providing pupils with opportunities to experience off site cultural and educational events. There were a number of educational trips – Tate, Stratford upon Avon, Thorpe Park reward trip, Science Museum, Welsh Harp, Wembley Stadium, Brent Museum, Imperial War Museum, Hide restaurant and Vale Farm Gym.</li> <li>Continued with the extended school day (period 7) on Mondays and Tuesdays, to address the gaps in the pupils' learning, in consultation with staff</li> <li>monitored the performance of PP and non PP pupils at each termly data drop</li> <li>worked in partnership with mainstream schools and multi agencies to ensure the best outcomes for learners</li> <li>offered non-curriculum-based activities to increase self-esteem, confidence and reduce anxiety e.g. drama, yoga, gardening, offsite equine therapy</li> <li>provided ongoing support (including CBT sessions) for some Yr 11 leavers through the Spark Change! Programme</li> <li>provided 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</li> <li>provided emotional and behavioural support through mentoring and the pastoral care system</li> <li>provided incentives to support and encourage attendance, such as free breakfast clubs, free lunches, and reward vouchers for improved attendance</li> <li>addressed persistent absenteeism with procedures in place to robustly challenge parents/carers of persistent absentees</li> <li>gave food vouchers to any of our pupils who were unable to attend the centre due to COVID and were learning remotely</li> <li>used school minibus to assist with pick-ups and attendance</li> <li>provided ongoing remote/online learning and suitable IT equipment if required</li> <li>addressed literacy as a barrier to learning through <ul style="list-style-type: none"> <li>investment in Bedrock Learning tool</li> <li>additional reading sessions</li> </ul> </li> <li>provided small group (or 1:1) therapeutic sessions</li> </ul>

	<ul style="list-style-type: none"> <li>• utilised <i>My Maths</i>, MY GCSE SCIENCE, Hegarty Maths and Kerboodle – on line resources</li> <li>• provided Brent Music Services and offered additional peripatetic music sessions</li> <li>• provided Wellbeing/mindfulness using VR equipment</li> <li>• provided careers advice and further learning through Connexions</li> <li>• provided 1:1 TA support for targeted pupils</li> <li>• provided debating sessions to improve confidence, develop key communication skills</li> </ul>
What was the impact of that spending on pupil premium eligible pupils?	<p><b>Using various online learning platforms</b></p> <ul style="list-style-type: none"> <li>○ Pupils more confident about tackling problem solving questions independently at home.</li> <li>○ Improved reading against base line assessment</li> </ul> <p><b>Using specific technology and music, yoga, outdoor gym, art therapy etc</b></p> <ul style="list-style-type: none"> <li>○ 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</li> <li>○ learnt slow breathing and gentle stretching techniques to reduce stress and anxiety</li> <li>○ learn the skills and abilities required to give them confidence to using gyms etc outside off school</li> <li>○ visualise and prepare for travel or transition into our school</li> </ul> <p><b>Mentoring</b></p> <ul style="list-style-type: none"> <li>○ Supported pupils with their studies</li> <li>○ Yr11's successfully transitioned to FE or 6<sup>TH</sup> Forms</li> </ul> <p><b>Offsite Visits</b></p> <p>Pupils have benefited from travelling to, and participating in, offsite educational activities which have created opportunities for them to</p> <ul style="list-style-type: none"> <li>○ build on positive relationships with staff and peers</li> <li>○ cope with travel on public transport</li> <li>○ manage in a large crowded environment</li> <li>○ gain greater knowledge of cultural opportunities</li> <li>○ gain understanding of the wider world and career opportunities</li> </ul> <p><b>Connexions</b></p> <ul style="list-style-type: none"> <li>○ this support has enabled Yr11 pupils to successfully transition to FE or 6<sup>TH</sup> Forms</li> </ul> <p><b>Free Breakfast Club/Free Lunch</b></p> <ul style="list-style-type: none"> <li>○ has increased punctuality and attendance</li> </ul> <p><b>Weekly/Half Termly Attendance Awards</b></p> <ul style="list-style-type: none"> <li>○ Raised motivation for pupils</li> <li>○ Improved attendance</li> </ul> <p><b>Free Uniform for PP Pupils (or those in need)</b></p> <ul style="list-style-type: none"> <li>○ Improved morale and reduction of some of the financial burden put on parents.</li> </ul>



## Externally provided programmes

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
Accelerated Reader	Renaissance
Equine Therapy	Name of company???
Music	Brent Music Service
Yoga	Name????
Therapist	Various Independent Therapists
Careers Advice and Support	Connexions (Prospects)
Maths???	Rock Stars??
Science	Doddle
Languages	Independent tutors
Art workshops	Independent Artist
Poetry workshop	????

## Service pupil premium funding (optional)

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

Measure	Details
N/A	