

Pupil Premium Strategy Statement

School overview

Metric	Data
School name	Ashfield School
Pupils in school	2655
Proportion of disadvantaged pupils	25.12% PP 17.70% FSM
Pupil premium allocation this academic year	£511,403
Academic year or years covered by statement	2020/21- 2023/24
Publish date	09/11/2020
Review date	17/03/2021
Statement authorised by	John Maher
Pupil premium lead	Gemma Heald
Governor lead	Shaun Pollard

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.05 (non 0.21)
Ebacc entry	22.4% (non 32.2%)
Attainment 8	42.40 (non 51.26)
Percentage of Grade 5+ in English and maths	31.0% (non 46.2%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 2021
Attainment 8	Achieve national average for attainment for all pupils	Sept 2021
Percentage of Grade 5+ in English and maths	Achieve national average English and maths 5+ in line with similar schools	Sept 2021
Other	Improve attendance of FSM students to be in line with all PP	Sept 2021
Ebacc entry	Better national average EBacc Entry for all pupils	Sept 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1: Continued development of quality first teaching	<ul style="list-style-type: none"> - INSET, CPD and twilights - Use and development of “Ashfield Lesson” and TARA activities - Appointment and retention of best staff in all subject areas
Priority 2: Develop whole school approach to PP and SEND support	<ul style="list-style-type: none"> - using EEF guidance; 5 SEND pillars <p>Reflect on and evaluate current practice and roll out plans for best practice</p> <ul style="list-style-type: none"> - PP, Inclusion and T&L AHT to collaborate to ensure clarity and purpose of policy and related CPD - Work with SENCO and TTCT Director of SEND to develop good practice
Priority 3: Extension and development of courses with good PP outcomes	<ul style="list-style-type: none"> - Broad curriculum offer of both academic and vocational courses - updating provisions including equipment and facilities - Appointment and retention of best staff in all subject areas
Barriers to learning these priorities address	<p>PP students’ progress is not as good as non-PP students. Priority is FSM and/or SEND as this is where the progress gap is widest. Disadvantaged students will have been most affected by lockdown too and so caution will need to be taken to “catch up” calmly and sustainably. Wide range of lessons taught by subject specialists will allow for targeted support in lesson for those who need it, especially SEND & PP students.</p>
Projected spending	£250,000

Targeted academic support for current academic year

(items in red are also on the [Catch up Premium Plan](#))

Measure	Activity
Priority 1: Improve Year 7 literacy	<ul style="list-style-type: none"> - Literacy interventions for Year 7 (and 8), including Hackney group, Sound training, Read Write Inc, everyone’s a reader and buddy reader tutor intervention. - Reading focus across school – support for library, access to books (physical and e-books), DEAR, Letter box club provided to target students, Book Buzz for all of Year 7 and 8, virtual authors for World Book day. – Other support systems/interventions to be decided

	depending on COVID restrictions and need once assessments have occurred
Priority 2: Improve numeracy of year 7s and targeted maths skills for other year groups	<ul style="list-style-type: none"> - Numeracy interventions including Year 7 times table tutor time intervention group, small support classes in maths lessons, revision programme, Core PE intervention groups and NTP enrolment – Other support systems/interventions to be decided depending on COVID restrictions and need once assessments have occurred
Priority 3: Close the gap that was created in GCSE subjects by Covid 19 lockdowns	<p>Catch up support for other subjects (range of Year groups):</p> <ul style="list-style-type: none"> - Fully staffed teams to allow for a full timetable with “fair” class sizes to run – SEND and PP priority support - 2 x Teach First - English and 2 x Future Teaching Scholars Maths - employed to increase capacity - Catch up assistants appointed and deployed in English and Humanities - Where flexibility allows staff may be used for additional intervention/support (e.g. part time staff) - NTP programme signed up for with Connex Tutoring - EBAC subjects for up to 200 students (trial postponed due to lock down 2 – to be reviewed after Easter) - Allocate each faculty own PP budget to spend on whom and as they see fit – revision guides, books, equipment, apps etc. - Digital Theatre package purchased for Drama & English to support coursework requirements and allow access to performances during Covid-19 pandemic – Other support systems/interventions to be decided depending on COVID restrictions and need once assessments have occurred
Barriers to learning these priorities address	<p>PP students have lower average literacy and numeracy levels on entry as demonstrated by KS2/CATs scores.</p> <p>Disadvantaged students will have been most affected by lockdown and are more “behind” following, among other reasons, limited access to IT support at home (IT issues are addressed below).</p>
Projected spending	£100, 000

Wider strategies for current academic year

Measure	Activity
<p>Priority 1: Access to education for those isolating/working from home</p>	<ul style="list-style-type: none"> - Boost IT provision where possible – laptops/dongles, this is in addition to government ones as the need is much greater than the provision. - Webcams purchased to deliver online lessons (allowing students to see their own teachers where possible) - Work books ready for each subject for those who do not have access to IT at home (or will not access it) - Training for staff and students on use of MS office 365, in particular emails and MS Teams so that students/staff are prepared to use if needed - Further support for staff was offered during lock down 2 and IT SOL has been adapted for Year 7 to ensure that remote access is possible for all
<p>Priority 2: For as many students to be in school as possible (all excluding those self isolating due to Covid-19) and whilst in school students are to be ready to learn</p>	<ul style="list-style-type: none"> - Additional P16 PSO appointed - Pastoral PP budget for attendance/punctuality reward schemes and additional support – bespoke to each year group - ARC – allowing all students access to education - P16 Attendance officer – to support pastoral team - Community liaison officer - home visits, truancy checks and exam attendance - Welfare officer - LAC 121 support, virtual school point of contact and PEP reviews - School counsellor – more demand this year already - PSOs to prioritise PP/SEND attendance – first day response - Safeguarding coordinator - School rewards systems - Clear contact with home – positives and negatives - Behaviour mentors for NQTs - Behaviour support for cover supervisors - Covid-19 safety measures – hand sanitiser and face masks. Engaging in the measures will reduce the risk of students contracting Covid-19

	and needing to be absent from school for 2 weeks
Priority 3: Keep NEET figures on or below National Average	<ul style="list-style-type: none"> - Destinations focus - Access project (KS4/P16) – great success previously - CEIAG programme – for L2 and 3 apprenticeships, Other L3 study, University and work place support
Barriers to learning these priorities address	<p>Disadvantaged students will have been most affected by lockdown due to lack of access to laptops and internet at home – we aim to be more prepared if there is another period of time where students have to work from home</p> <p>Students who have lower attendance make less progress, nationally PP attendance is lower than non-PP.</p> <p>Without support career aspirations are often low/mismatched and potential is not met, specialist support is needed if students are first generation of University applicants.</p>
Projected spending	£150,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<ul style="list-style-type: none"> - Ensuring enough time is given over to allow for appropriate CPD (especially during pandemic) - Staff absences due to Covid-19 	<ul style="list-style-type: none"> - Use of faculty meeting time, INSET days and twilights, where appropriate this will be carried out on MS Teams - Thorough contingency plans
Targeted support	Ensuring students selected for “catch up intervention” of any kind are the right ones. No KS2 data for Year 7 and no end of year assessments in faculty for other years. Also, if gaps are a result of not engaging at home support needs to be in school not out (e.g. NTP)	<p>CATs assessments to be carried out for Year 7.</p> <p>Literacy catch up students identified with support from Primary staff and English staff NTP to start in term 2 when students have had time to readjust and assessments have been carried out</p> <p>Use of SISRA and AHT oversight</p>
Wider strategies	Attendance issues resulting from Covid-19 pandemic.	<p>Provision of IT where possible, work sent home in line with in-school learning.</p> <p>Targeted support for families by pastoral teams and home visits</p>

		where necessaryes. Sharing best practice across TTCT where possible.
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Review: last year's aims and outcomes

Aim	Outcome
Quality teaching for all	<ul style="list-style-type: none"> - T&L twilights and INSETs have helped improve/maintain quality of T&L – see Faculty Review Reports/Summary - All areas fully staffed and all lessons taught by subject specialists leading to continued improvements in outcomes across the board - Faculty PP budget has allowed spending to be personalised, many providing revision materials for Year 11 – results have improved across the board - Construction and Art Facilities improved and courses have been run, they will continue to do so - Digital Theatre purchase for Drama and English allowed students to access virtual performances for their assessments – cultural capital for all - T&L in 2019/20 was greatly interrupted by Covid-19 and so the possibility of a repeat needs to be considered and planned for carefully to ensure the same level of disruption to learning is avoided. - - UPDATE: in lock down 2 2021 the remote provision was ready to go and students received the same curriculum via teams that they would have in school
Targeted support	<ul style="list-style-type: none"> - Literacy and Numeracy intervention impacts – see review docs on school website (Term 1 only due to Covid-19 impact) - ARC provision improved attendance and outcomes for vulnerable students and allowed them to access

	<p>education they wouldn't have been able to in another setting</p> <ul style="list-style-type: none"> - Note: ARC provision continued face to face learning during lock down 2 in 2021 - Year 11 Max boys achievement group performed well – overall P8 for PP students in this group was –0.04, 21.1% 5+ En/Ma and 57.9% 4+ En/Ma
Other approaches	<ul style="list-style-type: none"> - Maths LPA enabled smaller groups for all and targeted support for SEND and nurture students - Access project – continued online during lockdown – report on website - CEIAG – EET % – KS4 98.3% KS5 pending. High level of KS4 to 5 transition. - P16 attendance improved (Jan-March) with new attendance officer in P16 to support pastoral team (Term 1 – additional staff member will help maintain/improve this in 2021/22 - Pastoral attendance schemes in KS3 and 4 showed a good improvement in term 1. 81 PP students were part of the initiative across all year groups – attendance increase of 1.65% over the 4 week period.