

Ashfield School Pupil Premium

Strategy Statement 2022/23

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	Ashfield School
Number of pupils in school	2695
Proportion (%) of pupil premium eligible pupils	24.56% PP 20.45% FSM
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3 (in Y2)
Date this statement was published	7.12.2022
Date on which it will be reviewed	19.4.2023 and 12.07.2023
Statement authorised by	Mr John Maher
Pupil premium lead	Zoe Hutchinson
Governor / Trustee lead	Mr Shaun Pollard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year; 523 PP census 489 (Other PP Y7-11 x £985 = £481,665 17 services x £320 = £5440 17 CIC x £2410 = £40,970	£528,075
Recovery premium funding allocation this academic year 489 (PP Y7-11) x £276 = £134,964 501 (PP Y7-11 @102.5%) x £162 = £81,162 (claim back 60% from DfE)	£134,964 (Recovery Premium) £81,162 (National Tutoring Programme) £12 000 (16-19 Tuition Funding)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£675,039 (excluding NTP) £756,201 (including)

Part A: Pupil premium strategy plan.

Statement of intent

Here at Ashfield School, in the middle of an ex-mining community in north Nottinghamshire, our cohort is close to national average for disadvantaged students, those in receipt of free school meals, have been in their school life or are in care equates to 24.76% (666 students in total). We have an above national average SEN cohort with 27.21% of our students having SEN needs and 23 of which with an EHCP in place or pending.

The IDACI indicator of deprivation shows that 14.41% of our students live in the top 20% of social depravity, and 23.58% in the top 40%, across the UK.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum in whatever qualifications they chose to do.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

In conjunction with this, Literacy is a key school priority, reading, writing and comprehension skills need to be at age related expectations or better for students to be successful in all subjects. We aim to raise the profile of reading and literacy skills throughout all lessons and pastoral activities, ensuring all students have access to books and a quiet place to read.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through intervention and catch-up support programmes for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic teacher assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education. The National Curriculum states that cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement. Via curriculum development and offering a wide range of extra-curricular activities we intend to enhance our students' experiences, provide a host of new opportunities, and develop students' cultural capital.

Challenges

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

Challenge number	Detail of challenge
1 Literacy	Assessments, observations, and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects. Our goal is for average reading ages for each year group to be the same for PP and Non-PP and meet national average. In year 7 and 8 respectively the reading age gap (based on most recent testing) is 0.3 and 0.2 months. With disadvantaged students having average reading ages of 11y6m and 12y4m compared to their non-disadvantaged peers.
2 Maths	The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that closing the gaps in basic numeracy skills is needed for lower attaining students to ensure access the KS3 and 4 Maths curriculum. As maths is a "building blocks" subject any gaps in any prior learning due to Covid (or any other) related absence need identifying and closing over time to ensure students can access to higher order skills and content. Most recent progress data in Maths shows a gap of 1/3 of a grade between our PP and non-PP students. This gap has increased from 2019. However, overall progress in Maths of our disadvantaged students has increased by 0.09 and is close to national average progress for all students.
3 General catch up	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils has been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies. Coupled with historic data relating to the PP gap, work continually needs to be done to tackle the significant knowledge gaps resulting in pupils falling further behind age-



	related expectations in all subjects, particularly when considering KS4 outcomes. Most recent whole school progress data shows a gap of ½ a GCSE grade on average between our PP and non-PP students. This has increased from 1/3 of a grade in 2019. However, overall progress of our disadvantaged students has increased by 0.11 and is close to national average progress for all students.
4 Cultural capital	Our assessments, observations and discussions with pupils and families suggest that the access to enrichment and extra-curricular activities for many of our disadvantaged pupils have been impacted heavily by the pandemic to a greater extent than for other pupils. School life involves more than just lessons in classrooms and for our learners to be well rounded and successful we want them to all have equal access and opportunity to attend trips and visits, both those that are educational and those that develop outdoors, communication and personal skills and experiences. All students, but particularly the disadvantaged, were affected by the pandemic restrictions regarding holidays, trips, cultural visits, and enriching experiences.
5 Well being	Our assessments (including well-being survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals), low self-esteem and motivation issues. This is partly driven by concern about catching up lost learning, future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment. These opportunities have now increased. Since the pandemic, teacher and parental referrals for support has markedly increased.
6 Attendance	Both national and internal attendance data indicate that attendance among disadvantaged pupils has been lower for non-disadvantaged pupils compared to their non-disadvantaged peers. Of those students with persistent absence concerns a disproportionate number are disadvantaged. Unsurprisingly, our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Academic year -to-date attendance gap for disadvantaged year 7-11 stands at 6.04%. In 2021-22 academic year we saw a gap of 5.15%

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
Improved literacy skills will result in closing the literacy gap with all other students. To include reading, writing & speaking. Annual NGRT testing to monitor and identify those needing additional support	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers and leaders will triangulate this by recognising improvements in engagement in lessons and through book scrutiny.
Improved knowledge and application of basic mathematical processes leading to an improvement in outcomes at GCSE. Tested via both formative and summative assessments and validated by the Faculty Review process.	No gap in progress on Maths between PP and Non-PP, and progress is in line with national average
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects	By the end of our current plan in 2024/25, 50% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). 2024/25 KS4 outcomes demonstrate that the gap between disadvantaged pupils and their non-disadvantaged peers has closed.
To provide enrichment activities for all students including trips and visits, arts and sports participation, engagement with the local community, careers opportunity and employability experiences	Attendance of disadvantaged students at extra-curricular activities is proportional to the number in the school. All trips and visits to include a representative (or better) proportion of PP students.



To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	NEET figures for disadvantaged students to be 0%. Sustained high levels of wellbeing from 2024/25 demonstrated by examining qualitative data from student voice, student and parent surveys and teacher observations and a decrease in mental health/counselling referrals.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by the overall absence rate for all pupils improving, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. Also, the percentage of all pupils who are persistently absent being reduced and the figure among disadvantaged pupils being in line with their peers.



Activity in this academic year - EEF recommended 3-tiered model.

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

High Quality Teaching (CPD, recruitment and retention)

Budgeted cost: £250,000

Activity	Evidence that supports this approach *EEF T&L Toolkit LINK	Challenge number(s) addressed
<p>Staff CPD</p> <p>Whole school and subject specific CPD (TTCT or external providers where relevant) for all staff to ensure QFT is delivered by all staff to all students. ECF provision allows for retention of exceptional staff.</p> <p>Staff enrolled on NPQs for development of staff within school and to aid retention of staff.</p> <p>Staff trained as instructional coaches to allow for bespoke training to increase quality first teaching.</p> <p>Cross-curricular CPD on common methods and acknowledged methods to improve consistency and strengthen cross-curricular links, particularly in numeracy and literacy.</p> <p>Develop whole school approach to PP and SEND support through INSET and external training across teaching and support staff.</p> <p>Faculty Reviews. With a particular focus on literacy, modelling and ambition.</p>	<p>EEF - Effective PD LINK</p> <p>Teacher professional development at Ashfield is framed around the mechanisms of effective PD:</p> <ul style="list-style-type: none"> • Building knowledge. • Motivating teachers • Developing teacher techniques • Embedding practice <p>Oxford Language report - why closing the vocabulary gap matters LINK</p> <p>EEF - Improving mathematics in KS2 and 3 LINK</p> <p>Maths and Physics teachers attended STEM learning partnership residential CPD course to embed cross-curricular links within SOL.</p>	<p>1, 2, 3, 4</p>
<p>Recruitment and class sizes</p> <p>Recruitment and retention of best teachers to ensure all students are taught by subject specialists in "fair" sized classes.</p> <p>Inclusion support assistants employed to ensure SEND PP students receive the support they need to succeed.</p> <p>Deployment of Teaching assistants By the inclusion faculty to where their impact is greatest and highest need. Faculty Learning and Progress</p>	<p>Reducing class size EEF + 2 months*</p> <ul style="list-style-type: none"> • At least three low attaining classes in each year group have class sizes of less than 13, across core subjects. This allows specific pedagogical teaching to take place for our students. <p>EEF - SEN in mainstream schools LINK</p> <p>Working effectively with teaching assistants. EEF + 4 months, strand 5.</p> <p>Effective deployment of teaching assistants (TAs) is critical. Creating a positive and supportive environment for all pupils without exception. School leaders pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs supplement, but do not replace, teaching from the</p>	<p>1, 2, 3</p> <p>1,2,3,4,5,6</p>



<p>assistants.</p>	<p>classroom teacher</p>	
<p>Curriculum, Teaching & Learning initiatives.</p> <p>Enhancement of explanations and modelling using visualisers across the school.</p> <p>Roll out of Trust T&L initiatives eg “show me”, “I do, we do, you do, “hunting not fishing” through teaching staff INSET.</p> <p>In addition to Ashfield lesson principles of “no hands up” and “cold calling”.</p>	<p>EEF - Teacher feedback to improve learning LINK Individualised instruction +4 months*</p> <p>Principles of teacher instruction: Rosenshine Teach Like a Champion: Doug Lemov</p> <ul style="list-style-type: none"> Teachers trained to frequently checked to see if all the students are learning new material. Checks on the processing needed to move to new learning into long-term memory. Allowing teachers to know if students are developing misconceptions. <p>Metacognition and self-regulation EEF + 7 months*. Many faculties using metacognition tools to empower learners to be more independent in problem solving their own learning.</p>	<p>1, 2, 3</p>
<p>Monitoring and review of curriculum offer and teaching for KS4 disadvantaged students in ARC and Alternative Provision to ensure they make progress in qualification subjects.</p>	<p>Social and emotional learning EEF + 4 months*</p>	<p>3, 4</p>
<p>Effective cumulative, summative assessment is used to identify knowledge gaps of (disadvantaged) students and focus curriculum development.</p>	<p>Following assessment of any description, feedback is well-evidenced to have a high impact when delivered with direct instruction on how to improve. Feedback EEF + 6 months.</p> <p>“Using diagnostic assessment to address learning gaps” pages 10-11 School Planning guide EEF and Diagnostic Assessment EEF</p>	
<p>Investment in and extension of broad curriculum offer, both academic and vocational courses offered at options process and in KS5.</p>	<p>P16 Level 3 Applied courses provision extended to start 2023 to provide a breadth of alternative pathways (keep NEET figures low). DfE - Careers guidance and access for education and training providers LINK</p> <p>Social Mobility Commission - An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility LINK</p>	<p>2, 3</p>
<p>Mastery curriculum in Maths</p>	<p>EEF - Improving mathematics in KS2 and 3 LINK Mastery Learning EEF + 5 months*</p> <p>Maths faculty have run the mastery curriculum through an entire cohort, with evidence of increased progress in GCSE Maths for all learners.</p> <p>Research led curriculum, based on White Rose Maths. Subject matter is broken into chunks with predetermined outcomes. Learners must demonstrate mastery on unit tests, who do not achieve mastery are provided with extra support through a range of teaching</p>	



	strategies or additional homework.	
<p>Literacy specific initiatives</p> <p>Establish reading as a priority and focus across the school.</p> <p>Word of the Week, embedded in tutor time discussion.</p> <p>Growth of the library and access time increased.</p> <p>Access to books (physical and e-books)</p> <p>Half termly DEAR week</p> <p>Letter box club</p> <p>Book Buzz for all of Year 7 and 8</p> <p>Virtual authors/events for World Book Day.</p> <p>Whole school wide production of high-quality medium-term plans linked to tier 2&3 vocabulary, skills, misconceptions, key knowledge and retrieval.</p> <p>Introduction of Bedrock and Mapper, starting with the English faculty; online platform for students to improve literacy directly linked to current learning topic.</p> <p>Literacy CPD, introduction of 100% sheets and implementation of "I say, you say" and say it again better strategy to improve oral literacy.</p>	<p>EEF - Improving literacy in Secondary schools LINK</p> <p>Oxford Language report - why closing the vocabulary gap matters LINK</p> <p>Reading Comprehension EEF + 6 months*</p> <ul style="list-style-type: none"> • Prioritise 'disciplinary literacy' across the curriculum. • Provide targeted vocabulary instruction in every subject. • Develop students' ability to read complex academic texts. • Break down complex writing tasks. • Combine writing instruction with reading in every subject. • Provide opportunities for structured talk. • Provide high quality literacy interventions for struggling students. <ul style="list-style-type: none"> • Oral language intervention EEF +6 months. • Provide opportunities for structured talk. 	<p>1, 3, 4, 5</p> <p>1, 2, 3</p>

Continued curriculum review and development to ensure consistency and that QFT is available to all students. Evaluation of this during Trust study tours and LT faculty reviews.



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

Budgeted cost: £175,000

Activity	Evidence that supports this approach *EEF T&L Toolkit LINK	Challenge number(s) addressed
<p>Tutoring (in person)</p> <p>Regular review of data using SISRA following grade runs to identify students for additional “interventions” at class teacher level, faculty level and whole school level.</p> <p>Maximising achievement group set up for Year 11 for targeted whole school intervention in English and Maths.</p> <ul style="list-style-type: none"> • Small group interventions in school time with specialist teachers. • One-to-one discussions to track progress and provide support. <p>Intensive intervention sessions to support disadvantaged student make progress in NEAs.</p> <p>Use of NTP for targeted small group support for Core Subjects in Year 11 in Maths, Science and History (Connex education).</p> <p>Use of NTP for targeted 1-2-1 support for Ma/Eng resit and L3 study in Years 12-14 from 16-19 tuition fund (MyTutor) - see school website for more detail.</p> <p>Post-16 Access project for tutoring and HE links for targeted students.</p> <p>Timetabled Numeracy</p>	<p>Collaborative learning approaches EEF + 5 months* A collaborative (or cooperative) learning approach involves pupils working together on activities or learning tasks in a group small enough to ensure that everyone participates. Staff led with monitoring and support of students.</p> <p>One to one tuition EEF +5 months In conjunction with small group tutoring, this provides additional bespoke support for students and shown to be beneficial in improving confidence and teacher-student relationships.</p> <p>Individualised instruction EEF + 4 months* Specialists NTP tutors deliver highly bespoke sessions to groups of three students. This approach shows higher effects in KS4 students.</p> <p>Small group tuition EEF +4 months* In conjunction with individualised instruction, this enables peer learning and works well alongside diagnostic assessment. Extended school time EEF + 3 months.</p> <p>One to one tuition EEF +5 months</p> <p>EEF Digital Technology Guidance Report</p> <p>Homework EEF + 5 months* Outside classroom learning linked to classroom work, reviewing, revising content, or flipped learning ahead of new content. Plentiful opportunities provided for students to access quiet space and technology around lesson time to complete homework. Chromebooks loaned to students without sufficient technology at home. Post-16 bursary fund accessed for laptop purchases. Homework can also intrinsically support students own Metacognition and self-</p>	<p>1, 2, 3, 5</p> <p>2, 3, 4, 5</p>
<p>Tutoring (use of technology)</p> <p>Use of Maths TUTOR programme for ALL students. Provides online diagnostic support for students to work on independently, in lesson, when working from home and to inform planning (e.g., completion of secondary ready course during transition) to fill gaps and boost attainment in Maths.</p> <p>GCSEPod school subscription for reviewing and revising content, individualised choice by students and/or</p> <p>THE TWO COUNTIES TRUST Ambition Teamwork Honesty</p>	<p>EEF Digital Technology Guidance Report</p> <p>Homework EEF + 5 months* Outside classroom learning linked to classroom work, reviewing, revising content, or flipped learning ahead of new content. Plentiful opportunities provided for students to access quiet space and technology around lesson time to complete homework. Chromebooks loaned to students without sufficient technology at home. Post-16 bursary fund accessed for laptop purchases. Homework can also intrinsically support students own Metacognition and self-</p>	<p>2, 5</p>



<p>set tasks by teachers following diagnostic assessment.</p> <p>Bedrock and Mapper - online learning and assessment tool. Focus on Tier 2&3 vocabulary. Year 8 cohort, delivered by English staff as part of the reading curriculum. Pupils access the programme through weekly set homework tasks.</p> <p>Plans for staff CPD in place to roll-out to other subjects.</p>	<p>regulation EEF + 7 months*</p> <p>Individualised instruction EEF + 4 months*</p> <p>Where technology is bespoke to the student, for example following diagnostic assessment, greater improvements can be made.</p>	
<p>Peer tutoring</p> <p>“Power of 2” Y7 numeracy interventions with paired Y12 students.</p>	<p>EEF - Improving mathematics in KS2 and 3 LINK</p> <p>Peer tutoring EEF +5 months</p> <p>Used to review and consolidate learning (most effective use) in weekly mentoring and tutoring support. Students selected by disadvantaged criteria and low-level numeracy from KS2 SATs.</p> <p>Extended school time EEF + 3 months.</p>	2, 3, 5
<p>Mentoring</p> <p>P16 Academic mentor employed to support and monitor progress of targeted students</p>	<p>Mentoring EEF + 2 months*</p> <p>Has proven invaluable in supporting students to become independent learners post-pandemic. Links to then guiding support with UCAS, careers and mental health services</p>	3, 4, 5
<p>Literacy and Reading Comprehension</p> <p>Regular CATs reading assessments to track the progress of disadvantaged students. Ages to be shared with staff to ensure they provided effective scaffolding.</p> <p>Timetabled Hackney and Next Chapter literacy programmes for Year 7 and 8s with the lowest reading ages.</p> <p>Everyone's A Reader program - small group intervention based on pupils that are below their chronological age for reading. A cohort of 12 pupils in Yr7 access this programme once a week for 20 mins.</p> <p>Accelerated reader programme. A quiz-based programme that assesses comprehension from book reading. Year 7 & 8 cohorts' access this through their fortnightly library sessions. Delivered by school librarian.</p>	<p>Also see Literacy in tier 1 High Quality Teaching</p> <p>Above tutoring approaches used in these timetabled literacy intervention programmes. Extended school time EEF + 3 months.</p> <p>Delivered in the school day with literacy trained SEND specialists to identify text difficulties, struggles with phonics and decoding and vocabulary to support learning in mainstream lessons Reading Comprehension strategies EEF +6 months* Phonics EEF + 5 months</p> <p>EEF - Improving literacy in Secondary schools LINK Oxford Language report - why closing the vocabulary gap matters LINK</p>	1, 3, 4, 5
<p>Teaching Assistant Interventions</p> <p>Inclusion support assistants employed to ensure SEND PP students receive the support they need to succeed.</p> <p>Deployment of Teaching assistants</p>	<p>EEF - SEN in mainstream schools LINK</p> <p>Working effectively with teaching assistants. EEF + 4 months, strand 5.</p> <p>Effective deployment of teaching assistants (TAs) is critical. Creating a positive and supportive environment for all pupils without exception. School</p>	



By the inclusion faculty to where their impact is greatest and highest need. Faculty Learning and Progress assistants.

leaders pay careful attention to the roles of TAs and ensure they have a positive impact on pupils with SEND. TAs supplement, but do not replace, teaching from the classroom teacher.

Catch-up and interventions

Targeted Easter and half term school support for targeted Year 11 students for Core subjects, delivered by subject specialists.

Smaller groups invited for interventions following mock exams, ahead of NEA coursework submission or provide 1:1 lengthy support ahead of languages speaking exams. [Extended school time EEF](#) + 3 months.

Summer school for primary transition students.

[Summer schools EEF](#) +3 months

Access arrangements

Exam access arrangements put in place for those disadvantaged and SEND disadvantaged students.

EEF - SEN in mainstream schools [LINK](#)

1, 2, 3, 5



Wider strategies (attendance, behaviour, wellbeing, cultural capital)

Budgeted cost: £250,000

Activity	Evidence that supports this approach *EEF T&L Toolkit LINK	Challenge number(s) addressed
<p>Parental Engagement</p> <p>Ready to Learn expected equipment expectations raised, monitored in tutor-time.</p> <p>Increased parental engagement with Year 6 parents to establish clear expectations for behaviour and attendance.</p> <p>Student and parent voice – regular discussions on bespoke support and needs. Evaluating the provisions in place.</p> <p>Development of social media platforms to inform and engage parents and the wider community in school.</p> <p>Academic and school life reports twice a year.</p> <p>Meet the tutor evenings.</p> <p>Parents evenings. Follow up contact with parents unable to attend parents’ evenings.</p> <p>High achieving student parent’ evening introduced for aspiration in next steps.</p> <p>CIC coordinator to oversee individual needs and support students in whatever way is needed. POC for guardians and students.</p>	<p>EEF – Working with parents to support children’s learning LINK</p> <p>Parental engagement EEF +4 months*</p> <p>Ensuring the right strategies of communication with parents that reach all is key. Ensuring technology and literacy levels are considered, that teachers and other adults in school open the lines of communication early on to ensure dialogue is purposeful to promote high attendance and engagement in school life.</p>	<p>1, 2, 3, 4, 5, 6</p>
<p>Access to education</p> <p>Support with transport to and from school for families in need.</p> <p>Financial support with uniform expectations for families in need (including equipment)</p> <p>IT provision for students that need it to work at home (using partly funded government scheme during the pandemic).</p> <p>P-16 bursary allocation</p>	<p>Social Mobility Commission - An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility LINK</p> <p>EEF School uniform LINK</p> <p>EEF Using digital technology to enhance learning LINK</p> <p>Bridging any gaps of attendance based on getting to school or uniform ensure that all students are on a level playing field when in school. Support with homework technology tools level the playing field for students having as equal access as possible.</p> <p>P-16 bursary allocation; Expanded support for P16 students to support barriers to participation including</p>	



	<p>transport, educational trips, Uni visits, UCAS fee and course resources.</p> <p>1:1 tutoring to support students in how to study L3 qualifications as a transition from KS4 studies. One to one tuition EEF + 5 months* LINK</p> <p>Research show that high quality 1:1 tuition is likely to have more impact than if delivered to a class as advice is personal to the young adult.</p>	
<p>Well-being</p> <p>School counsellor to deliver support for high priority vulnerable and/or disadvantaged students.</p> <p>Mental health first aid training offered to pastoral, safeguarding and ARC staff.</p> <p>Mental health workshops offered to Year 11 students in need of extra support because of exam anxiety.</p>	<p>Gov - Promoting children and young people’s mental health and wellbeing A whole school or college approach LINK</p> <p>Following the pandemic, the rise in the need for mental health support is evident. There is good evidence to support the association between good mental health and education engagement and academic achievement. The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant for schools. For example, it may result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient children and young people.</p> <p>Social and emotional learning EEF + 4 months* LINK. This seeks to improve pupils’ decision-making skills, interactions with others and the self-management of emotions. Specifically surrounding the anxieties around assessment and public examinations.</p>	
<p>Attendance</p> <p>First day calls and pastoral attendance tracking system reviewed weekly to identify attendance interventions/support for those at risk of PA.</p> <p>Breakfast club offered five days a week for targeted students to improve.</p> <p>Y11 free breakfast toast and additional funds for FSM students - trial autumn term 2 during mock 1.</p>	<p>Attendance to school will have the largest impact on progress, attainment, social skills and health. Access to QFT and all other interventions and support will enable students to bridge gaps in learning.</p> <p>PHE - Breakfast and cognition LINK</p> <p>Research and current advice that breakfast is an important meal should be encouraged. The literature provides convincing evidence that consuming breakfast compared to skipping breakfast has positive impacts on short term cognition and memory, and thus learning in the classroom.</p>	<p>3,4,5,6</p>



Cultural capital and trips

Ensure all trips and visits have at least same proportion representation of PP students as whole cohort, 20% (funded places to be made available and targeted invites)

Yr7 Residential (planning for Sept 2022) - all disadvantaged students are supported to attend.

Tutor time programme used to cover wider cultural capital including theme of the week and word of the week.

Social Mobility Commission - An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility [LINK](#)

There is a direct link between household income and participation for almost all extra-curricular activities Provision of enrichment activities allows students to develop their friendships and social skills. Research shows that playing team sports, doing voluntary work, joining a youth club or singing in a band are also vital in developing networks - which those from affluent backgrounds often have ready-made.

Arts participation EEF +3 months* OFSTED Inspection handbook section 221 [LINK](#)

Behaviour

Small group interventions and whole year group reward systems used to promote and celebrate 100% attendance and most improved attendance.

Behaviour mentors (where needed) and specialist CPD for ECTs and cover supervisors to support with behaviour management and maintain high expectations for all

EEF - Improving behaviour in schools [LINK](#)

[Behaviour intervention EEF](#) +4 months*

Evidence suggests that behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.

[Social and emotional learning EEF](#) + 4 months* Mentoring and behaviour interventions will have a positive impact when students engage in the reason for demonstrating good behaviours. They can work to support students in the short and long term.

3, 5, 6

Extra-curricular

Wide range of extra-curricular clubs offered to disadvantaged students to participate in. Assistant/Physical Training Instructor in PE employed to support this.

Mastery Cooks initiative in Food technology. Year 9 & 10 take on the Tunnock Tea Cake challenge competition focusing on presentation skills.

Year 11 involved in higher food preparation skills and then take food home for their families to enjoy.

Music tuition lessons for disadvantaged students. Targeted invites and parental engagement to

[Arts participation EEF](#) +3 months*

[Physical Activity EEF](#) +1 month*

TES - Playing a musical instrument 'key to academic success' [LINK](#)

4, 5



increase uptake and PP numbers.

DoE - support for disadvantaged students to participate in the award.

Children from the poorest households are much less likely to take part in any extra-curricular activity, but particularly music and sport.

Social Mobility Commission - An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility [LINK](#)

Barriers to taking part in extra-curricular activities for those from low-income households include their high cost, a lack of confidence, and difficulties in access.

PSHE curriculum

Responsive PSHE curriculum offer for all year groups to cover current affairs and respond to whole school issues (triggered by issues identified in school).

Social and emotional learning EEF + 4 months*

3, 4, 5

Careers

Priority given to Yr11, Yr10 and Yr9 disadvantaged students for careers advice.

[Aspiration interventions EEF](#)

4

Two new careers advisor employed. Careers advice with triage system to prioritise appointments for disadvantaged and vulnerable students for appointments (keep NEET figure low)

DfE - Careers guidance and access for education and training providers [LINK](#)

Development of tracking destinations on Compass+

Introduction of Unifrog to all year groups to promote employability skills tracking and profiling against future careers.

Aspirational careers visits from local businesses, ex-students and HE and other external providers

Social Mobility Commission - An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility [LINK](#)

Brilliant club re-launch, inviting HA students (inc PP) to raise aspirations through mentoring, academic workshops and university visits.

Transition programme

[Parental engagement EEF](#) +4 months*

1, 2, 3, 5

Year 6 intake to manage expectations and identify vulnerable students

Ensuring the right strategies of communication with parents that reach all is key. Ensuring technology and literacy levels are considered and that teachers and other adults in school open the lines of communication early on to ensure dialogue is purposeful to promote high attendance and engagement in school life.

Transition programme for visits with all new intake. Application and appeal processes transparent. Robust "get to



know me" system to support smooth transition. Bespoke visit with SEND students and parents. Meet the tutor evening where a wealth of information is provided to parents whilst students meet their tutor.

[Behaviour intervention EEF](#) +4 months*

And

[Social and emotional learning EEF](#) + 4 months*

Early meetings with students and parents ensure the school-home expectations are clear and supportive.

Total budgeted cost: £ 750,000



Part B: Review of outcomes in the previous academic year (2021/22)

Re-introduction of formal examinations since 2019.

Aim	Outcome												
Teaching Priorities	<p>QFT:</p> <ul style="list-style-type: none"> • Return of INSETs and twilights after the pandemic • INSETs have launched knowledge retrieval, 100% sheets, usage of visualisers and deliberate practice. • ECF provision allows for retention of exceptional staff. • Continued use of "Ashfield Lesson" and TARA activities promoted weekly • 17 good teachers recruited over the previous 12 months. Recruitment and retention of good staff will remain - it is crucial to the success of the school. • 7 staff enrolled in NPQs in Sept 2021 - 3 NPQLT, 1 NPQLBC, 2 NPQSL, 1 NPQH. • Timetable fully staff with subject specialists from September 2022 Less issue than 2021 with covid related absences and supply • All classrooms have visualisers and staff have received training on usage in June 2022. Staff use these for Show Call and walking, talking mocks. <p>Whole school SEND and PP strategy:</p> <ul style="list-style-type: none"> • Strategy based on 5 recommendations from EEF for SEND students. • Create a positive and supportive environment for all pupils, without exception • Build on gong, holistic understanding of your pupils and their needs • Ensure all pupils have access to high quality teaching • Complement high quality teaching with carefully selected small-group and one-to-one interventions • Work effectively with teaching assistants <p>Strategy shared with staff via July INSET. Ofsted and DfE Whole school reviews as further evidence</p> <ul style="list-style-type: none"> • Staffing in place within the Inclusion department to meet needs of students across the 4 broad areas of need • All exam dispensations are in place from Y9 onwards. This are used for internal assessments and all mock exams and formal exams. Invigilators monitor needs and use of access arrangements. • Gap for disadvantaged students has widened for core subjects, national picture shows this too due to effects of the pandemic. <table border="1" data-bbox="304 1442 956 1592"> <thead> <tr> <th>Year</th> <th>SEND P8 gap</th> <th>PP P8 gap</th> </tr> </thead> <tbody> <tr> <td>2022</td> <td>-0.50</td> <td>-0.38</td> </tr> <tr> <td>2019</td> <td>-0.53</td> <td>-0.35</td> </tr> <tr> <td>2018</td> <td>-0.17</td> <td>-0.20</td> </tr> </tbody> </table> <p>Children in care (CIC)</p> <ul style="list-style-type: none"> • CIC Welfare officer provides 121 support, virtual school point of contact and PEP reviews. <p>Alternative provision</p> <ul style="list-style-type: none"> • Review of AP and ARC included QA conducted of provisions and curriculum reviewed. Deemed appropriate for students given needs. All students entered for Core subject qualifications • Maths, English and Science trained teaching staff deployed in ARC to support AP students. <p>Curriculum:</p> <ul style="list-style-type: none"> • Development of consistent Medium-Term SoL has been achieved in many areas. • Faculty Review focused on Curriculum/Data with a particular focus on Yr7 and Yr10. The process involved deep dive discussions with faculty leaders, learning walks and student/staff voice. 	Year	SEND P8 gap	PP P8 gap	2022	-0.50	-0.38	2019	-0.53	-0.35	2018	-0.17	-0.20
Year	SEND P8 gap	PP P8 gap											
2022	-0.50	-0.38											
2019	-0.53	-0.35											
2018	-0.17	-0.20											



- Core Maths and Science staff have discussed common methods in teaching focussing on exam requirements. This is to be introduced to faculties and common methods devised.

Data and Assessment:

- LM meetings used to review SISRA data and plan for interventions.
- HOF/TLR holders implementing spaced retrieval within assessments.
- Assessment follow-up includes QLA for cohort and student level interventions.

Broad curriculum:

- The school continues to invest (staffing and curriculum time) in its broad curriculum.
- Broad curriculum offer of both academic and vocational courses continues to be strong with new BTEC qualifications in place
- Increased teaching hours in P-16.

Targeted
Academic
Support

Improve Literacy:

- Weekly reading sessions are part of tutor programmes in Yr7-10 and extended during DEAR weeks once per half term.
- TTCT reading lists have been produced and books purchased for the library - these are used in tutor sessions with KS4 and in library lessons with KS3 to encourage pupils to read the titles that have been allocated to their year group.
- Lit in Colour competition - by winning this competition the school was given 500 books celebrating writers of colour. These books have been logged in the library catalogue and a display created to promote them. Some copies were also sent over to P16.
- Book Buzz and Letter Box club have continued and will continue in 2022-2023
- WBD events took place across the school, involving reading challenges as well as an author scavenger hunt for Yr7.
- Word of The Week introduced via tutor program across Yr7-11.
- Resources provided to staff to encourage 'I say, you say.'
- Hackney Program ran for the full academic year with Yr7 & 8. Dedicated team of teachers delivering the program.
- Final data from groups showed positive impact:
 - Yr7 - average +3 months
 - Yr8 - average +17 months

Literacy catch-up assistant worked with classes in English across KS3 & 4. In addition to this MNV has also co-led and taught a reading intervention programme for Yr7.

Improve Year 7 Numeracy:

- Numeracy interventions including Year 7 times table tutor time intervention group, small support classes in maths lessons
- TUTOR programme for ALL students to provide online diagnostic support for students to work on independently, in lesson, when working from home and to inform planning
- Maths and science LPAs are deployed to support with groups that have high numbers of PP pupils.

Targeted interventions/Close the gap/catch up support:

- Intervention groups in Eng/Maths generated +0 VA in the summer.
- Mytutor P-16 tuition fund for Maths resit saw 80% of students improve by 1 grade. 50% passed at grade 4.
- 16-19 tuition fund - 89% achieved on target or higher than 13:2 current grade.
- 16-19 Academic mentor supported 15 students with study skills.

General additional academic support

- Students have access to afterschool mastery sessions, alongside usage of facilities such as the library where they have access to complete homework.
- 2021-22 lunchtime homework drop-in for all year groups across the week with maths and science teachers present.
- An Easter school programme was delivered which focused on Core subjects as well as MFL - Yr11 students completed their speaking assessment during this time.



- Targeted students were invited into school to participate in bespoke sessions for other subjects having an element of NEA coursework.
- Catch up assistants appointed and deployed in English and Humanities (for Sept 2022 Hums has moved to inclusion)
- NTP programme signed up for with Connex Tutoring trial with 27 Year 11s (9 x Maths, 9 x English and 9 x Science for Year 10 at end of term). Gap still exists and effects of pandemic visible. Student voice positive and gains made for these students. NTP with Connex to continue into 2022-23.
- Digital Theatre package purchased for Drama & English to support coursework requirements and allow access to performances during Covid-19 pandemic

Wider strategies

Access to education

- Primary transition. Range of transitions strategies deployed, visits to Ashfield, to primary schools, liaison with primary SENCOs and DSLs
- Meetings with specific parents of vulnerable Y6 students prior to Sept start
- Clear literature issued prior to start
- Year 6 Meet the tutor evening - expectations shared with students and parents
- Careers advice: ensured sufficient time given to disadvantaged students.
- Lunchtime employer meets in JLC/Octagon.
- 1:1 mock interview for Y9
- 100 Y7s Uni of Notts visit (PP prioritised)
- Unifrog launched with all year groups.
- Equipment provided for any student who don't have the basic expectation - Pen, pencil, ruler, pencil case.
- FSM students receive support with travel
- Case-by-case basis provision of loaned Chromebooks for disadvantaged students.
- Financial uniform support offered to all families of FSM students

Responsive and inclusive curriculum

- Tutor programme, assembly rota, WOTW and TOTW cover a wide range of topics directly related to cultural capital and British values.
- The whole PDE curriculum has been evaluated and updated.
- Response lessons are in place to react to current affairs (Sarah Everard) and safeguarding issues. The curriculum reflects the local area - such as anti-smoking lessons being replaced with focus on vaping.

-

Health, well-being and safety

- Mental Health Lead in place. MH steering group meet half termly to strategically lead MH support in school. Exam anxiety session completed. Use of MHST.
- School counsellor, more demand 2021-22 and it is expected to continue to rise into 2023.
- All PSO staff and key staff have completed first aid training.

Attendance, behaviour and rewards:

- All attendance figures are above national average
- First day calls part of daily attendance follow-up conducted by pastoral teams. Disadvantaged students prioritised.
- Attendance of students reviewed by AHT and PSOs with home visits if needed.
- Support from family services and the issuing of FPN where appropriate.
- A group of disadvantaged students were selected to be offered free breakfast each morning to motivate them to attend school + to ensure they were well nourished before starting school.
- Each year group ran small, focused groups to improve attendance. Prizes were given to those who significantly improved or got close to 100% attendance.
- Each Achievement leader ran a Behaviour for Learning group focusing on their most difficult groups of students
- Golden and Platinum tickets remained very popular with draws done in assemblies helping with whole school culture. Special ticket weeks included Halloween, Christmas, Easter and then ice lollies in the summer. This again helps promote good behaviour.



- Additional P16 PSO continues to support HOY with attendance and behaviour with continuing success.
- P16 attendance 2021-22 = 93.68 PP = 92.64 (Gap -1.04). Gap smaller than 2020-21 (Gap - 1.13)
- CIC Coordinator in place with high level of support given to CIC students with dedicated member of staff.
- ECTs and Cover Supervisors received behaviour training.

Extra-curricular and cultural capital

- Timetable of extra-curricular clubs created and publicised via pastoral teams.
- PP students have access to instrumental lessons to increase engagement. These lessons are funded by the school. All Y9-11 students taking music as a qualification have access to these facilities.
- Support is provided for PP students to access DofE. They access all aspects, such as skill, charity, and expeditions

Parental engagement

- Recommunication of standards and expectations in August 2022 and repeated as academic year progresses
- Parents evening attendance records kept and analysed as part of introduction of school cloud.
- Parent non-attendance targeted by pastoral teams and follow-up calls made by teachers where required.

Keep NEET figures minimal:

- CEIAG programme and destinations focus. Development on tracking of destinations on Compass+.
- P-16 Access Project: A successful year, Eight out of the ten Year 13 students on TAP secured a place at University (Oxford, Durham, Nottingham, Leicester and Newcastle being some of the destinations).
- Careers advice: ensured sufficient time given to disadvantaged students.

Next steps for 2022/23

Many successful and well-established strategies to continue.

- Return of twilight INSETs 2022-23 will be used to provide bespoke CPD
- Continued investment in staff well-being and CPD to retain good teachers and support staff. 11 staff have enrolled in NPQs for 2022-23 cohort. Including recruitment evening Nov 2023. ECF provision allows for retention of exceptional staff.
- Staffing in place within the Inclusion department to meet needs of students across the 4 broad areas of need. Use of i1 with subject specialist teachers staffed to support.
- Development and evaluation of assessments, both formative and summative.
- Continued forward thinking and investment in recruitment of new teachers and support staff
- Mid-term plans and SOL further developments will continue in 2022-23. QA process taking place to ensure consistency is achieved.
- Maximising achievement group set up in Jan 2023 for Year 11, post mock exams, for targeted whole school intervention, monitoring and support
- Deployment of LPAs across faculties and inclusion for small group interventions
- AP/ARC deployment of specialised teachers

New for 2022-23

- Staff trained as instructional coaches to allow for bespoke training to increase quality first teaching.
- High achievers evening, invitation only for HA student families, to include P-16 next steps as well as exam success.
- Use of NTP for targeted small group support for Humanities (core subjects to continue) in Year 11 (Connex education)
- Introduce NGRT annual testing for every student to identify reading age gaps
- Ready to Learn expected equipment expectations raised, monitored in tutor-time
- Bedrock and mapper - online learning programme linked to tier 2&3 vocabulary. English faculty to start this, and then roll-out to other subjects.
- School-life section at reporting grade runs to be rolled out across all year groups



- An extension of the Level 3 Applied Courses on offer in P16 is being explored during 2022-23.
- 2 x careers advisors for 22-23 - 1 new apprentice. Disadvantage students seen as priority. (Including all AP)
- Careers advice continued into 2022/23 with new triage system ensuring sufficient time given to disadvantaged students.
- Development on tracking of destinations on Compass+.
- P-16. Academic mentor supported 15 students with study skills. 2022/23 tuition fund bid in = 35K
- P-16 bursary allocation; Expanded support for P16 students to support barriers to participation including transport, educational trips, Uni visits, UCAS fee and course resources
- Brilliant club re-launch, inviting HA students (inc PP) to raise aspirations through mentoring, academic workshops and university visits
- Alternative provision curriculum and specialist teaching reviewed again to ensure needs of most disadvantaged students are being met.
- New additions to reporting system including School-life section and additional descriptor for effort.
- November 2023 initiated free breakfast to all Y11, additional £1.50 daily funding for FSM students. Separate area for Y11 students to study.
- FSM and weekly food voucher support to student undergoing chemotherapy whilst family adjust.
- 25% trips ring-fenced for disadvantaged students, including CIC. Voluntary trip contributions for FSM students.
- Investment and development in the use of social media to advertise and showcase school ethos and events.

Further information (optional)

