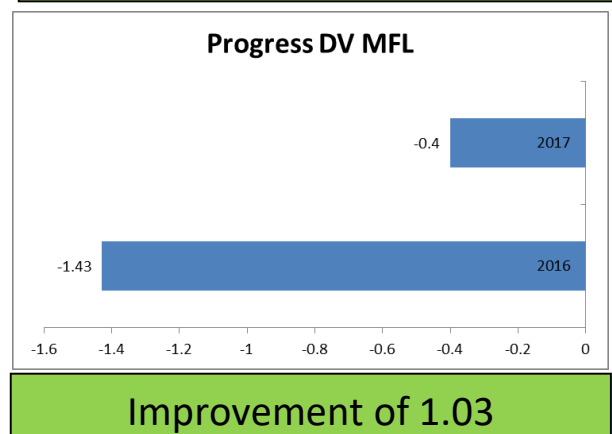
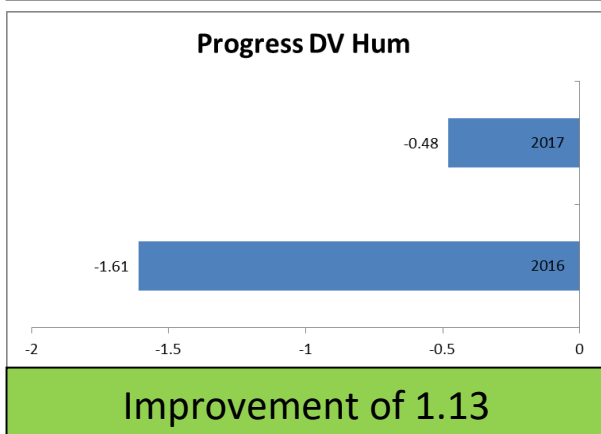
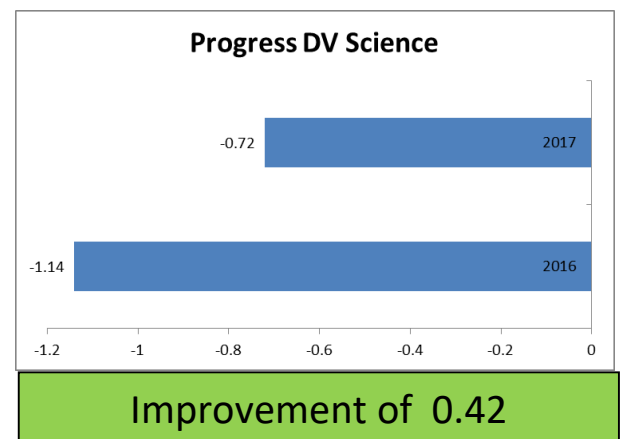
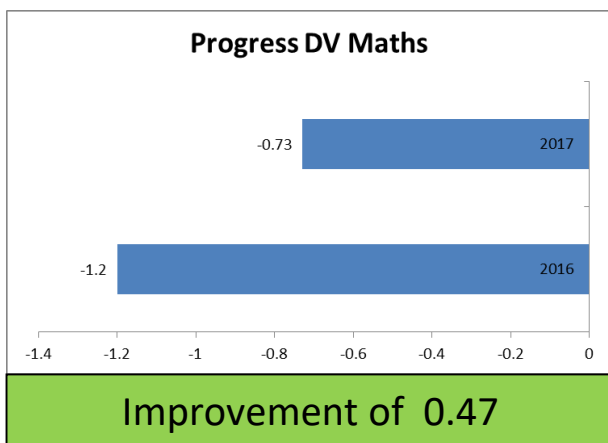
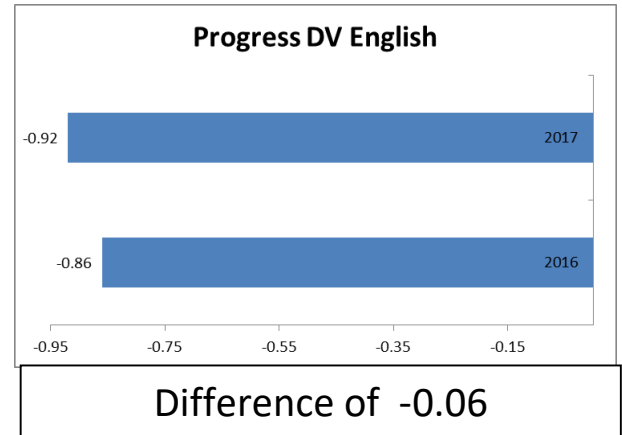
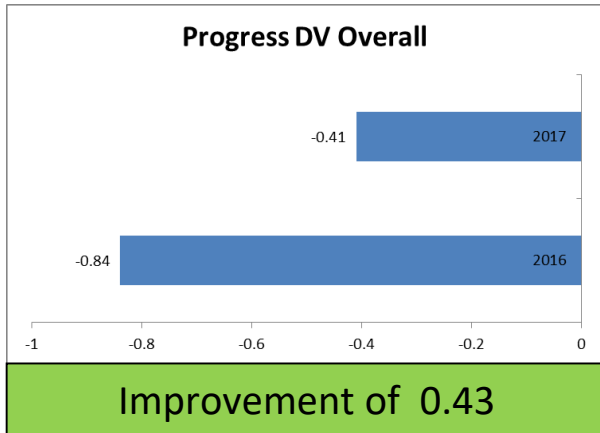
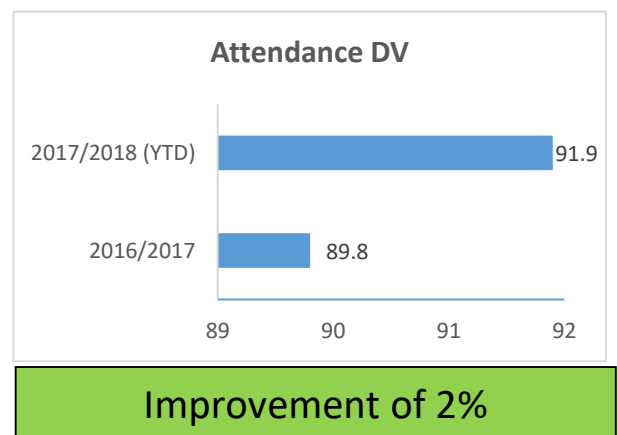
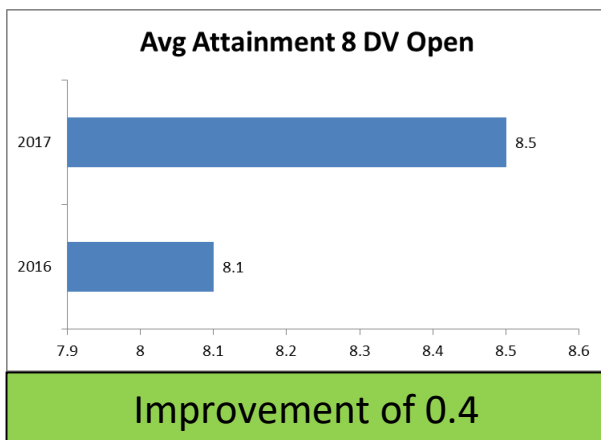
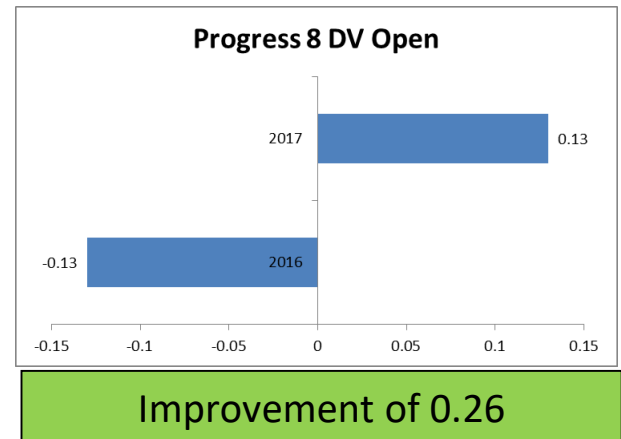
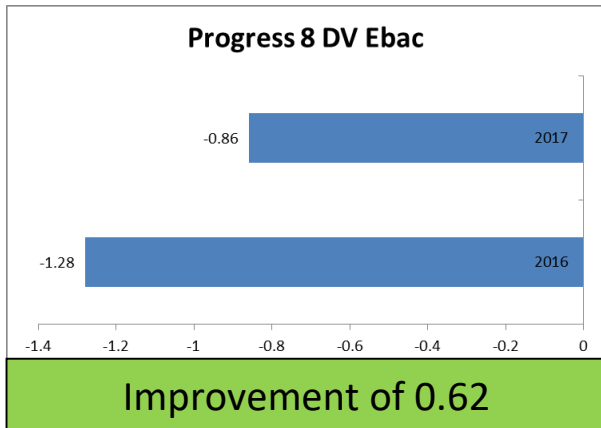


Pupil Premium Impact Assessment

14/11/2017





The strategies employed at Ash Hill Academy have had a positive impact on all groups. Significant improvements have been made in most subjects. The strategies employed are closing the gap between disadvantaged and non-disadvantaged students and the gaps are closing with respect to national data.

The gains made are due to:

- Line management meetings focus on tracking PP student data.
- Specific tracking of PP students throughout Year 10 and 11 which prompt immediate interventions to close any gaps. In weekly RAG meetings, the

'team' discusses every Year 11 student and ensures all interventions are evaluated and appropriate.

- A 'praise culture' from all staff starting with SLT on the 'blue line' in the morning operates throughout the academy day.
- Rewards assemblies and regularly celebrating attendance improvements of individuals and groups.
- Extensive work from our attendance team with PP students being given priority, tracked daily to ensure outstanding attendance; our PP attendance in Year 11 above the national average.
- The pastoral team have worked closely with students, parents and carers to ensure students maximise intervention opportunities after school and during school holidays.
- The new consequence system has improved behaviour in lessons; we have reduced low level disruption in lessons, especially in Year 11 where our PP students can now focus on learning.
- Improvements in teaching and learning such as our collaborative learning structures, encourages confidence building through group work.

Strategic seating plans ensure all staff are aware of their PP students. The new structures will not allow for any 'opt out' of lessons from PP students. These seating plans are reviewed on a regular basis (6 times per year) which means teachers can maximise intervention strategies.