Pupil Premium Plan (2018 – 2019)

and Impact Statement (2017 – 2018)

Pupil Premium Strategy Statement 2018-19

1. Summary information					
School	Ash Hill Academy				
Academic Year	2018/ 2019	Total PP budget	£298,265	Date of most recent internal PP Review	January 2019
Total number of pupils	669	Number of pupils eligible for PP	346	Date for next external PP review of this strategy	March 2019

2. Current attainment	Pupils eligible for PP		All Pupils	
	2017/2018	2018/2019 (Pred)	2017/2018	2018/2019 (Pred)
% achieving a pass in English / Maths (grade 4)	38%	58%	53%	61%
Progress 8 score average	-0.46	-0.01	-0.16	-0.06
Attainment 8 score average	34	42.9	41.2	44.5

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers *(issues to be addressed in school, such as poor literacy skills)*	
A.	Literacy skills entering Y7 are lower on average for pupils eligible for PP than other groups.
B.	Numeracy skills entering Y7 are lower on average for pupils eligible for PP than other groups.
C.	PP pupils are not making the same progress as other students in maths and English at KS4.
D.	Behaviours resulting in internal and/ or external exclusions are higher than non-PP students.
External barriers (issues which also require action outside school, such as low attendance rates)	
E.	Attendance for PP students is lower than that of non-PP students.

4. Desired outcomes (desired outcomes and how they will be measured)		Success criteria
A.	Continue to improve the progress in literacy for year 7 & 8 PP pupils.	Increase the age-related reading age of students, bringing their reading age in line with expected reading ages.
B.	Continue to improve the progress in numeracy for year 7 & 8 PP pupils.	Increase the numeracy skills of PP students, bringing their numeracy skills in line with national averages.
C.	PP pupils are not making the same progress as other students in maths and English at KS4.	Improve further the progress of PP students in English and maths, bringing their progress in line with national averages.
D.	Reduction in the number of external exclusions for PP students.	Reduce the number of internal and/ or external exclusions of PP students; bring the number of exclusions in line with non-PP students.
E.	Increase the attendance of pupils eligible for PP.	Improve the attendance of PP students, bringing them in line with national averages.

5. Planned expenditure					
Academic year	**2018-19**				
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A. Continue to improve the progress in literacy for year 7 & 8 PP pupils.	1. Specialised teacher for LA students. 2. Bespoke curriculum, removal from MFL, creation of 'T band' for extra literacy class with specialist SEN trained teachers 3. Tracking and monitoring at each data capture 4. Live marking – identify and correct 5. Correct marking for spelling 6. Form time reading 7. Fresh Start 8. Accelerated Reader 9. Reading starters 10. Selecting PP students to read smaller sections of a text to build confidence in reading.	Students with lower than expected reading ages cannot access the curriculum; the rationale is to reduce their timetable and supplement with specialist teaching aimed at rapidly increasing their current reading ages, so that they can access a wider curriculum. Differentiated material. Creation of T band classes. Form time reading programme. Data from SIMS. Accelerated Reader. Bridge recording and data systems.	Regular monitoring of progress and attainment through data tracking and QLA. Learning walks. Work scrutiny. Teaching and assessments of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies Trust; (KS3 currently being further	1. Literacy Lead. 2. All teachers of KS3 are responsible for tracking student progress. 3. SEND/ PLC and Bridge Managers. 4. Learning Managers. 5. Attendance team. 6. EWO. 7. Overall checks on progress by middle and senior	1. Termly through data analysis. 2. Discussions with SLT, literacy lead and numeracy lead, relevant teachers and middle leaders.

	11. Introduce topic related vocabulary **12.** Introduction of Reading Rediscovered. **13.** Checking/ editing class profile through data and learning walks.		developed).	leaders.	
B. Continue to improve the progress in numeracy for year 7 & 8 PP pupils.	**1.** Specialised teacher for LA students. **2.** Customised SOW using 'Passport Maths'. **3.** 'Numeracy Ninjas'. **4.** Extra numeracy in place of MFL. **5.** Increased differentiation, diagnostic feedback and personalised revision work. Use of demonstrate and connect marking. **6.** TA support. **7.** Bridge Manager intervention. **8.** QLA driven Hegarty Maths. **9.** Checking/ editing class profile through data and learning walks.	Many students arrive in the school with very low numeracy skills, in creating a bespoke numeracy programme for them, students are able to catch up with their peers and gain the confidence they need to succeed in any subject where maths/ numbers are used (Graphs in Geography for example). Differentiated materials and demonstrate marking improve the quality of individualised activities to close gaps.	Regular monitoring of progress and attainment through data tracking Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies Trust. Director support regarding T&L and resources plus cross-curricular school links.	**1.** Numeracy lead. **2.** All teachers of KS3 are responsible for tracking student progress. **3.** SEND/ PLC and Bridge mangers **4.** Learning Manager **5.** Attendance team **6.** EWO. **7.** Overall checks on progress by middle and senior leaders.	**1.** Termly through data analysis. **2.** Discussions with SLT, literacy lead and numeracy lead, relevant teachers and middle leaders.

C. PP pupils are not making the same progress as other students in maths and English at KS4.	1. Increased differentiation across the curriculum. 2. Smaller classes supported by: 3. Directors (maths/ English Lang & Lit). 4. Lead Teachers. 5. 121 Tutors. 6. Option English booster. 7. Option maths booster. 8. Subject mentors. 9. Senior Examiner support. 10. After school intervention sessions. 11. Diagnostic feedback used to inform next teaching and personalised revision resources. 12. Staples challenge 13. Hegarty maths 14. GCSEpod 15. Grade related revision guides – maths 16. Topic related revision guides – literature 17. Use of demonstrate and connect marking. 18. Praise assemblies 19. Weekly RAG meetings/ robustness of tracking and quality assurance.	Historically students have underperformed in maths and English, due to lack of student & parent buy-in/ specialist teachers delivering the content and poor leadership. Since the new Principal arrived 30 months ago, maths and English have become a key focus within the academy, so that these crucial life-changing building blocks are appropriately addressed and supported. The impact has seen an increase in the basics 4+ of 14% over the last 2 years. Current attainment is the highest ever with validated predictions using these actions showing 4+/5+ at 63%/ 46% for 2018-2019.	1. Weekly/ forthrightly RAGS. 2. Regular monitoring of progress and attainment through data tracking – 6 times per year. 3. Learning walks in every lesson. 4. Work scrutiny in every lesson. 5. SLT presence in every lesson. 6. Teaching of specific knowledge/skills through effective robust schemes of work developed across DELTA Academies Trust. 7. Director support regarding T&L and resources plus cross-school links. 8. Associate member of SLT	1. Head of maths. 2. Head of English 3. SLT link 4. All teachers KS4 are responsible for tracking individual student progress. 5. SEND/ PLC and Bridge Mangers 6. Learning Manager 7. Attendance team 8. EWO. 9. Overall checks on progress by middle and senior leaders.	1. Weekly RAG meeting. 2. 6 * Data Collections. 3. Director discussions. 4. Weekly SLT. 5. Learn walks.

	20. SLT Support. 21. Regular book scrutinies. 22. Learning Manger support. 23. Specific information evening for parents. 24. Holiday intervention. 25. Sharing best practise with other schools. 26. PLC Support. 27. Bridge intervention. 28. Checking/ editing class profile through data and learning walks.		responsibility. 9. Senior examiner validation 10. QA with other schools within the Trust. 11. Monthly network meetings.		
D. Reduce the number of external exclusions for PP students.	1. Inclusion Coordinator. 2. EWO intervention and support. 3. Mentoring by SLT. 4. Peer Mentoring. 5. SEND involvement. 6. Bridge Manager intervention. 7. PLC Manager support. 8. Time out-pass. 9. Involvement in the Prince's Trust. 10. Access to Clouds – Green Room.	The academy operates in a very challenging environment, a number of students are known to the police and external agencies for anti-social behaviour in the community. The rationale for this level of intervention is that the academy is attempting to break this pattern of behaviour on an individual needs basis. While some students require clear guidelines and boundaries, others require more support from trained professionals both inside and outside the academy. The evidence to support this approach is that exclusions have reduced:	1. Weekly analysis of data in SLT. 2. Regular monitoring of behaviour and attainment through data tracking – 6 times per year. 3. Focused Learning walks to intervene with specific students in the classroom. 4. Daily conversations to ensure students are on target to succeed.	1. SLT link. 2. SEND. 3. PLC Manager 4. Bridge Manager. 5. Learning Managers. 6. Attendance team. 7. EWO. 8. AP Pastoral. 9. Clouds Team. 10. ESTEEM Councillor. 11. Health UK. 12. Care First.	

	11. Reasonable adjustments.	**All** 140% (2016/2017) to 37% (2017-2018)	5. Daily discussions with students on entry into the school.	
	12. Regular contact with Learning Manager.	**DS** 212% (2016/2017) to 54% (2017-2018)	6. SLT presence in every lesson.	
	13. Increased Home Communication.		7. Modelling good behaviour.	
	14. Praise reports/ cards.		8. 121 support.	
	15. De-escalation techniques.		9. Weekly meetings with director of inclusion.	
	16. Stepped up Behaviour Policy.		10. Discussions with parents (daily/ weekly as appropriate)	
	17. Anger management counselling.			
	18. Esteem Counselling.			
	19. Participation with Stainforth Collaborative.			
	20. Improved Transition Programme.			
	21. Alternative Provision.			
	22. Managed moves.			
	23. Early Help Referral.			
	24. Checking/ editing class profile through data and learning walks.			
			Current allocated spend	**£35,925 (12%)**

ii. Targeted support					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
A. Continue to improve the progress in literacy for year 7 & 8 PP pupils.	**1.** Personalised and small group provision following diagnostic testing. **2.** Dyslexia screening. **3.** Bespoke literacy programme as appropriate. **4.** Develop links with primary schools following last year's successful pilot to increase intervention for pupils in Y6 who are coming to AHA in September. **5.** Robust reading and spelling testing, data shared across the academy and used to drive lesson planning. **6.** Handwriting club.	It is clear from early testing that some students have very week literacy skills and as such are unable to access the KS3 English curriculum or the content of other English heavy subjects. Through the use of diagnostic testing pupil's needs are identified and appropriate interventions are put in place to ensure progress is made and students' progress rapidly to achieve their expected age-related reading. As a result, a bespoke curriculum has been introduced to enable these students to: a) Catch up with their peers. b) Increase their self-confidence in working with words and extended pieces of writing. c) Use these skills across the wider curriculum.	**1.** Regular monitoring of progress through data tracking. **2.** CPD for staff delivering Fresh Start Phonics, Attack, Sounds Training etc. **3.** Liaison with Primary Schools as appropriate. **4.** All PP students will receive these books and the PP Champion will record what they receive. **5.** QA process.	**1.** Principal. **2.** School literacy lead. **3.** AP Pastoral. **4.** Intervention. **5.** SENCO. **6.** Bridge Manager. **7.** Learning Manager. **8.** PP Champion.	Half-termly in line with academy data collection cycle.

	7. Implementation of New Reading Strategy to KS3 students within English. Reading Reconsidered. 8. Checking/ editing class profile through data and learning walks. 9. Access to the homework club. 10. Access to computers after school.				

| B. Continue to improve the progress in numeracy for year 7 & 8 PP pupils. | 1. Deliver targeted interventions and revision to small groups delivered by 121 tutors, directors, TA's, subject teachers.
2. Intervention work in the Bridge and PLC as appropriate.
3. QLA driven Hegarty maths.
4. Checking/ editing class profile through data and learning walks.
5. Access to the homework club.
6. Access to computers after school. | It is clear from early testing that some students have very week numeracy skills and as such are unable to access the KS3 maths curriculum.

Through the use of diagnostic testing, pupils' needs are identified and appropriate interventions are put in place to ensure progress is made and students' progress rapidly to achieve their expected age-related reading. As a result, a bespoke programme has been introduced to enable these students to:
a) Catch up with their peers and
b) Increase their self-confidence in working with numbers.
c) Use these skills across the wider curriculum; Cross-curricular. | 1. Regular monitoring through RAG and other data tracking.

2. Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses based on QLAs.

3. Regular communication with home. Letters home to parents and register of attendance.

4. Praise culture/ rewards.

5. Assemblies.

6. Development/ improvement in assessments and feedback. | 1. Principal.

2. School numeracy lead.
3. AP Pastoral.

4. SENCO.

5. Bridge Manager.

6. Learning Manager.

7. PP Champion. | Half-termly in line with academy data collection cycle. |

| C. PP pupils are not making the same progress as other students in maths and English at KS4. | 1. Deliver targeted interventions and revision to small groups: Delivered by 121 tutors, directors, subject teachers. Bespoke curriculum needs driven.
2. Extend the school day for identified pupils to receive targeted support via experienced members of school staff.
3. Provide opportunity in holidays for bespoke sessions of intervention on key skills and exam technique – Year 10/11.
4. Provide specific interventions through weekend intensive revision sessions and the use of 'other' venues to ensure effective and intensive interventions.
5. Provide specific revision guides appropriate to the courses.
6. GCSE POD and a space afterschool to access the internet used where appropriate.
7. Access to the homework club. | 52% of students are PP eligible, a significant number have low aspirations and lack the desire for independent learning. By offering this extra level of support, the aim is to foster with the academy a sense of achievement. This support allows gains to be made quickly, which are then celebrated which encourages more students to participate and so the cycle continues.

The number of students voluntarily participating with this support is unprecedented and mirrors the unprecedented increase in outcomes within the academy.

Students are becoming aspirational. | 1. Regular monitoring through RAG and other data tracking.

2. Teaching of specific skills and knowledge through a robust analysis of individual pupil strengths and weaknesses based on QLAs.

3. Regular communication with home. Letters home to parents and register of attendance.

4. Praise culture/ rewards.

5. Assemblies.

6. Development/ improvement in assessments and feedback. | 1. Principal.
2. Head of English.
3. Head of maths.
4. Learning manager.
5. Class teacher.
6. Subject directors.
7. Examiners. | 1. Weekly RAG meeting.
2. 6 * data collections.
3. Director discussions.
4. Weekly SLT.
5. Learning walks. |

	8. Access to computers after school. 9. Praise assemblies.				

D. Reduce the number of internal and/ or external exclusions for PP students.	1. Inclusion Coordinator. 2. EWO intervention and support. 3. Mentoring by SLT. 4. Peer Mentoring. 5. SEND involvement. 6. Bridge Manager intervention. 7. PLC Manager support. 8. Time out-pass. 9. Involvement in the Princess Trust. 10. Access to Clouds – Green Room. 11. Reasonable adjustments. 12. Regular contact with learning managers. 13. Increased Home Communication. 14. Praise reports/ cards. 15. De-escalation techniques. 16. Stepped up Behaviour Policy. 17. Anger management	The academy operates in a very challenging environment, a number of students are known to the police and external agencies for anti-social behaviour in the community. The rationale for this level of intervention is that the academy is attempting to break this pattern of behaviour on an individual needs basis. While some students require clear guidelines, others require more support from trained professionals both inside and outside the academy. The evidence to support this approach is that exclusions have reduced: All 140% to 37% 2016-2017 DS 212% to 54% 2016-2017	1. Weekly analysis of data in SLT. 2. Regular monitoring of behaviour and attainment through data tracking – 6 times per year. 3. Focused Learning walks to intervene with specific students in the classroom. 4. Daily conversations to ensure students are on target to succeed. 5. Daily discussions with students on entry into the school. 6. SLT presence in every lesson. 7. Modelling good behaviour. 8. 121 support. 9. Weekly meetings with director of	1. SLT link. 2. SEND. 3. PLC Manager. 4. Bridge Manager. 5. Learning Managers. 6. Attendance team. 7. EWO. 8. AP Pastoral. 9. Clouds team. 10. ESTEEM Counsellor. 11. Health UK. 12. Care First.	

	counselling.		inclusion.	
	18. Esteem Counselling.		10. Discussions with parents (daily/ weekly as appropriate).	
	19. Participation with Stainforth Collaborative.			
	20. Improved Transition Programme.			
	21. Alternative provision.			
	22. Managed moves.			
	23. Early Help Referral.			
	24. Checking/ editing class profile through data and learning walks.			

E. Increase the attendance of pupils eligible for PP.	1. Dedicated SLT member of SLT. 2. Weekly agenda on every SLT meeting. 3. Clear systems and policies: AHA aims to have contacted all absent students within 1 hour of the registers closing to discuss the absence. 4. All 2nd day absence are visited at home. 5. Early involvement by an experienced EWO. 6. Breakfast club – Free Breakfast. 7. Dedicated attendance team supported by a EWO. 8. SLT mentor. 9. Inter-form competitions. 10. Termly prizes (E.g. Easter eggs. 11. End of year prizes for 100% attendance/ most improved. 12. Attendance initiatives/ rewards. 13. Praise assembly. 14. Whole school focus on attendance (Form/ pastoral/ assembly) 15. Early Help referral as	Attendance at AHA has historically been below national average, there is an apathy within the community towards schooling. A number of parents will remove students from school to take them on holiday in term-time without approval. AHA is attempting to remove any and all barriers, which may have a negative impact of attendance and compliment this approach with an ethos of students and parents wanting to attend the academy because they see the value of education.	1. Rigorous monitoring of data (weekly/ monthly) 2. Early intervention once a pattern is identified. 3. Whole school focus to increase attendance. 4. Saturated poster campaign to highlight the importance of good attendance.		

	appropriate. 16. Enforcement if appropriate. 17. Mini bus pick up. 18. Use of taxis if appropriate. 19. Free uniform to all year 7. 20. Attendance initiatives through the LA. 21. Involvement of external agencies – private enforcement and Radio broadcasting. 22. Supplemented uniform to other years as appropriate.				
				Current allocated spend	**£158,460** **53%**

iii. Other approaches					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
E. Attendance for PP students is lower than that of non-PP students.	1. EWO employs a variety of preventative strategies to work with families and ensure that they are aware of the importance of missed education and that pupils attend school regularly. 2. Attendance Reward Scheme on a 6-week programme to aid students to improve their attendance through positive motivation/ of reward. 3. Alternative provision to try and re-engage with students (St Wilfrid's/ TOPPS for example). 4. Peripatetic music lessons	A high level of attendance is key to ensuring good attainment and progress and improving the life chances of all students. Given the characteristics of AHAs cohort, we are mindful that there must be a partnership between school and home; to this end, we supplement the work we do in school with outreach work into the community. We aim to get the community to help us help them through the pursuit of various awards – IQM and PPA. We are also mindful that some students are not main stream school suitable and therefore will look at alternative provision designed at making them ready for mainstream if appropriate, and if not ensure that they will the very best education while off site.	1. Tracking of pupils' attendance on a daily basis EWO. Regular meetings, attendance/inclusion identify and discuss pupils at risk of PA and those already PA. 2. Tracking of group attendance data on a half-termly basis. 3. Targeted interventions are in place to improve attendance and to re- engage pupils to ensure progress across the curriculum; these include referrals to	Dedicated SLT Lead. Everybody.	Weekly. Termly.

		external agencies where appropriate.
5. Attendance rewards.		4. Monitored weekly by the PP Champion and the EWO.
6. Uniform, discreetly we support parents who for whatever reason are unable to supply the correct uniform.	These actions have resulted in attendance improving: **Attendance 2017/2018** ALL 6.3% DS 7.4 %	5. Afternoon reward at the end of term for successful students.
7. Support with travel arrangements for students who are vulnerable.	**PA 2017/2018** All 17.4% DS 21.9%	
8. Subsidised bus for rural students where no service exists.	**Attendance 2018/2019 YTD** ALL 5.6% DS 6.4%	
9. Resources for careers events to drive aspirations.	**PA 2018/2019** All 13.9% DS 17.5%	
10. STEM activities for the family to engage both the whole family.		
11. Pursuit of the Inclusion Quality Mark (IQM).		
12. Parent Partnership Award (PPA).		
	Current allocated spend	**£103,880** **35%**

6. Review of expenditure

Previous Academic Year	2017/2018

i. Quality of teaching for all

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £39,525
A. Continue to improve the progress in literacy for year 7 & 8 PP pupils.	As above.	See impact statements above.	Embed further.	
B. Continue to improve the progress in numeracy for year 7 & 8 PP pupils.	As above.	See impact statements above.	Embed further.	
C. PP pupils are not making the same progress as other students in maths and English at KS4.	As above.	See impact statements above.	Embed further.	
D. Behaviours resulting in internal and/ or external exclusions are higher than non-PP students.	As above.	See impact statements above.	Embed further.	

ii. Targeted support				
Desired outcome	**Chosen action / approach**	**Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	**Lessons learned** (and whether you will continue with this approach)	**Cost £147,896**
A. Continue to improve the progress in literacy for year 7 & 8 PP pupils.	As above.	See impact statements above.	Embed further.	
B. Continue to improve the progress in numeracy for year 7 & 8 PP pupils.	As above.	See impact statements above.	Embed further.	
C. PP pupils are not making the same progress as other students in maths and English at KS4.	As above.	See impact statements above.	Embed further.	
D. Behaviours resulting in internal and/ or external exclusions are higher than non-PP students.	As above.	See impact statements above.	Embed further.	

iii. Other approaches

Desired outcome	Chosen action / approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost £118,768
Attendance for PP students is lower.	As above.	See impact statements above.	Embed further.	

7. Additional detail

- In this section you can annex or refer to **additional** information which you have used to inform the statement above.