

Pupil Premium Plan (2018 – 2019)

Pupil premium Plan 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

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| A. | Literacy skills entering Y7 and Y8 are lower on average for pupils eligible for PP than other groups. |
| B. | Numeracy skills entering Y7 and Y8 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 external exclusions are higher for PP students compared to non-PP students. |

External barriers

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| E. | Attendance for PP students is lower than that of non-PP students. |
| F. | Parental Engagement for PP students is lower on average for pupils eligible for PP than other groups. |
| G. | Social mobility for PP students is generally higher on average for pupils eligible for PP than other groups. |

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 by the end of year 8.
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 KS2 APS expectations.
C.	Increase the progress of PP pupils are not making the same progress as other students in maths and English at KS4.	Increase the progress of PP students in English and maths, bringing their progress in line with national averages.
D.	Reduce the number of external exclusions for PP students.	Reduce the number external exclusions of PP students, bringing the number of exclusions in line with similar cohort, 7.35% (IDACI, Q5, 2018 for 1 or more FTE).
E.	Increase the attendance of pupils eligible for PP.	Improve the attendance of PP students, bringing them in line with similar cohort, 94.12% (IDACI, Q5, 2018). Aspirational target of 95%.
F.	Improve Parental Engagement of pupils eligible for PP.	Increase the engagement of parents of PP students, bringing them in line with parents of non-PP student.
G	Improve the transition process for pupils eligible for PP in all year groups.	Positive feedback from primary schools, year 6 and year 7 parents (and year 7 parents once in AHA), special focus on SEND/ PP students.

5. Planned expenditure						
Academic year		2018-19				
Planned Expenditure – In School Barriers						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Milestone	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.	Diagnostic Benchmarking/ Assessment twice a year: September and February Bespoke curriculum supported by SEN teacher/ Support (Bridge/ PLC) Accelerated Reader Introduction of Reading Rediscovered. Primary Transition Checking/ editing class profile through data.	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.	Benchmark in September year 7 Assessment February Year 7 Assessment September Year 8 Assessment February Year 8	Regular monitoring of progress and attainment through data tracking and QLA.	Principal/ VP Literacy lead PP Champion	Termly through data analysis. Discussions with SLT, literacy lead.
B). Continue to improve the progress in numeracy for year 7 & 8 PP pupils.	Increased differentiation, diagnostic feedback and personalised revision work. Use of demonstrate and connect marking. QLA driven Hegarty Maths.	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	Benchmark in September year 7. Assessment in line with Delta KS3 maths	Regular monitoring of progress and attainment through data tracking and QLA.	Principal/ VP Numeracy lead	Termly through data analysis. Discussions with SLT, numeracy lead.

	<p>Bespoke curriculum supported by SEN teacher/ Support (Bridge/ PLC)</p> <p>Customised SOW using 'Passport Maths' / 'Numeracy Ninjas'</p> <p>Checking/ editing class profile through data.</p>	<p>their peers and gain the confidence they need to succeed in any subject where maths/ numbers are used.</p>	<p>assessment schedule.</p>			
<p>C). PP pupils are not making the same progress as other students in maths and English at KS4.</p>	<p>Increased differentiation across the curriculum.</p> <p>Data (RAG) / QLA driven intervention/ Differentiated/ QLA driven resources.</p> <p>Smaller classes supported by external experts/ Pastoral support.</p> <p>Subject intervention sessions (ASM/ASE/121)</p> <p>New marking and assessment policy.</p> <p>Regular book scrutinies</p> <p>Checking/ editing class profile through data.</p>	<p>Maths and English are a key focus within the academy. 52% of the cohort are PP. 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.</p>	<p>Assessment in line with Delta KS4 maths/ English assessment schedule.</p>	<p>Data driven conversations - RAGS/ external validation/ Learning walks/ work scrutiny.</p> <p>Monthly network meetings.</p>	<p>Principal Head of Maths / English supported by Directors and Pastoral team as appropriate.</p>	<p>According to data, weekly/ ½ termly.</p>

<p>D). Reduce the number of external exclusions for PP students.</p>	<p>Inclusion coordinator involvement Parental involvement LPPA award/ IQM award EWO intervention and support Pastoral team support and intervention. Access to counselling/ Princess Trust. External agency support E.g.: AP / Managed moves Early Help Referral/ Reduced Timetable Checking/ editing class profile through data.</p>	<p>This intervention is designed to break a pattern of behaviour on an individual needs basis. The evidence to support this approach is that exclusions have reduced: All 140% (2016/2017) to 37% (2017-2018) to XX (2018 – 2019) DS 212% (2016/2017) to 54% (2017-2018) to XX (2018 – 2019)</p>	<p>Termly reduction on FTEs YTD and previous years.</p>	<p>Data driven conversations – Daily (Power BI), weekly Inclusion report.</p>	<p>Principal AP Inclusion Pastoral Team.</p>	<p>Data driven conversations on an individual needs basis.</p>
<p>Current allocated spend</p>						<p>£35,791 (12%)</p>

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	Milestone	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<p>E). Increase the attendance of pupils eligible for PP.</p>	<p>Dedicated SLT member in attendance. Weekly agenda on every SLT meeting. Clear systems and policies: AHA aims to have contacted all absent students within 1 hour of the registers closing to discuss the absence. All 2nd day absence are visited at home by attendance team. Targeted involvement by EWO (supports with primaries where siblings attend) Attendance initiatives/ rewards: Early Help referral as appropriate Enforcement if appropriate. Attendance initiatives through the LA.</p>	<p>If students are not attending school, they cannot access an education and therefore every measure the academy puts in place to reduce the 'gap' will have very limited impact. Ensuring good attendance serves to put students in an arena whereby then can access learning and support. Dfe march 2016: '... pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*-C or equivalent and 2.8 times more likely to achieve 5+ GCSEs A*-</p>	<p>Termly, increase of attendance YTD and a reduction in PA YTD.</p>	<p>Rigorous monitoring of data (weekly/ monthly) Early intervention once a pattern is identified. EWO involvement for PA/ Near PA Whole school focus to increase attendance.</p>	<p>AP Support Attendance Team/ EWO</p>	<p>Data driven conversations on an individual needs basis. (weekly/ ½ termly/ termly)</p>

		C or equivalent including English and mathematics, than pupils missing 15-20% of Key Stage 4 lessons.'				
F. Parental Engagement	<p>AHA follows the LPPA Award as a framework to increase parental engagement:</p> <p>Transition - between schools.</p> <p>Participation – parents are encouraged to learn with their children.</p> <p>Communication – we strive to make the school welcoming, communicative and friendly place for parents.</p> <p>Guidance – we aim to help parents support their children's learning and development.</p> <p>Induction – we promote responsibilities of parents, school and pupils, and share this information with parents as a key part of the induction process.</p>	<p>In 2016/ 2017, parents information evenings were poorly attended (average 40%), this increased to 55% in 2017/ 2018 and 75% in 2018/2019.</p> <p>Students attending after school sessions has increased as more parents buy-in. Maths intervention is regularly attended by 75%+, English by 70%+, Ebacc subjects by 60%+</p> <p>Holiday sessions by 90%+ of those invited.</p> <p>121 sessions after school by 90%+.</p>	October 2019 – awarded the LPPA award	Monitoring of data (School Comms/ attendance at Information & parents evenings)	VP Deep Experience	Bi annually in line with LPPA

	<p>Home-school links – we are producing parent-friendly policies to establish effective home-school links.</p>	<p>As parental engagement increased, there is a marked parallel in student outcomes increasing: P8 – 2016, -0.68 P8 – 2017, -0.35 P8 – 2018, -0.16 P8 – 2019, -0.05 (Pred)</p>				
<p>G. Student mobility</p>	<p>Clear and concise interaction with all parties to ensure information is appropriate to the individual with a special focus on SEND/ PP students.</p>	<p>Over the course of the year, the population of AHA changed as follows: by:</p> <p>2016/2017 Yr7 – 15.8% Yr8 – 11.8% Yr9 – 13.2% Yr10 – 7.7% Yr11 – 16.8</p> <p>2017/2018 Yr7 – 17.8 Yr8 – 20% Yr9 – 14.5% Yr10 – 15.7% Yr11 – 15.1</p> <p>2018/2019 Yr7 – 14%</p>	<p>Positive feedback from primary schools and year 6/ year 7 parents. Special focus on SEND/ PP students.</p>	<p>Student voice Parent voice</p>	<p>AP Inclusion</p>	<p>Annually in line with transition program (Year 6 into 7)</p> <p>Ad hoc basis as students arrive/ leave the academy</p>

		<p>Yr8 – 19.7%</p> <p>Yr9 – 14.9%</p> <p>Yr10 – 16.6%</p> <p>Yr11 – 11.4%</p> <p>Given a fluctuating student population, it is vital that all new students are brought up to speed as quickly as possible with the academy's systems/ policies and expectations. Further, we are very keen to offer exit interviews so that we can understand the reasons for students moving schools and support as necessary.</p>				
Current allocated spend						£262,473 (88%)