

**Ash Hill Academy  
Pupil Premium Plan 2020-2021**

Table 1: Pupil Premium Plan Summary Information

Academic year	2020-2021	Total Pupil Premium budget	£315,125	Date of recent review	September 2020
Total number of students	730	Number of eligible for pupil premium funding	334	Date of next review	March 2021

Table 2: Current Attainment 2018-2019 GCSE Results

Academic year	Local Authority Attainment of Non-Disadvantaged Students	National Attainment of Non-Disadvantaged Students	National Attainment of Disadvantaged Students	Ash Hill Academy Disadvantaged Students
% achieving a standard pass in English and Mathematics	70%	72%	N/A	51%
% achieving a strong pass in English and Mathematics	45%	50%	25%	28%
Progress 8 score average (2018-2019)	+0.09	+0.13	-0.44	-0.11

Table 3: Ash Hill Academy Student Demographics

Year	All pupils	Boys %	Girls %	FSM %	FSM6 %	PPI %	SEN Support %	SEN EHC Plan %	EAL %	BME %
7	164	51.8%	48.2%	32.9%	41.5%	38.4%	22.0%	1.2%	5.5%	9.8%
8	168	48.8%	51.2%	46.4%	53.0%	56.0%	8.9%	1.8%	2.4%	6.5%
9	157	39.5%	60.5%	42.7%	52.9%	54.8%	9.6%	1.9%	2.5%	6.4%
10	128	56.3%	43.8%	25.8%	37.5%	43.0%	15.6%	0.8%	2.3%	7.8%
11	111	52.3%	47.7%	29.7%	36.9%	40.5%	12.6%	4.5%	4.5%	6.3%

## Curriculum

### Rationale based on evidence-based research:

The EEF guide to the pupil premium (2019) suggests, 'small group tuition, personalised homework support and online learning packages, supplementary to the high-quality teaching and learning that is critical for pupils every day' have been successful strategies in improving pupil premium attainment.

The Education Endowment Foundation (2019) suggests 'Small group tuition has a +4 month impact on attainment of disadvantaged students'.

The EEF also identifies through evidence-based research that, 'a 2014 evaluation Year 6 and 7 pupils made an additional three months' progress with a structured programme involving small group tuition'.

'High ability pupil premium pupils are less likely to take GCSEs in History, Geography, Triple Science and Languages than non-pupil premium students'. The Education Endowment Foundation (2016).

'It 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' (National Curriculum 2014).

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Targeted English and Maths interventions for Year 11 pupil premium students.	Improving the attainment of disadvantaged students in core subjects and narrow progress gaps (2021) between disadvantaged and non-disadvantaged students.	£21,156	Vice Principal	Weekly RAG review of progress for disadvantaged students.	Progress of pupil premium students is in line with non-pupil premium students nationally within core departments.	
NSR students are identified and received bespoke small group support in English in order to make accelerated progress in year 7.	Eliminating gaps in attainment for non-secondary ready students.	£34,139	Associate Assistant Principal	Reading/Mathematics testing at the end of October half term.  Fixed termly departmental assessment.  English and Maths progress reviewed at departmental assessment cycles.	90% of students to meet or exceed their age expected target by the end of year 7 for students who were identified as being below age expected reading and comprehension in year 7 Autumn term.	
Implementation of Year 11 intervention at the end of each academic day.	Eliminating gaps in attainment for non-secondary ready students.	£5,000	Vice Principal	Weekly review of attendance shared at SLT meeting	A target of 85% attendance for the year 11 disadvantaged cohort.	

Targeted alternative provision for pupil premium students using a blended approach to support disadvantaged students who are unable to adapt to the mainstream provision in the Academy due to significant behavioural, emotional, social difficulties.	Improved educational engagement for targeted disadvantaged students.	£82,000	Vice Principal	Termly review meeting for all pupil premium students in alternative provision.	All alternative provision students have a post 16 progression route, with 100% of students in post 16 education and/or training-no NEETs for the 2021 cohort.  All disadvantaged students at risk of permanent exclusion leave with a 'suite' of qualifications.	
Positive setting in core subjects for disadvantaged students.	Improving attainment/progress of disadvantaged students.	£465	Vice Principal	Assessment review cycle.	Progress of pupil premium students is in line with non-pupil premium students nationally within core departments.	
Focused deployment of Teaching Assistants in core subjects (Mathematics, English and Science).	Improving the attainment of disadvantaged students in core subjects.	£500	SENCO	Teach and Learning quality assurance process.		
An ambitious curriculum intent in which all disadvantaged students have the opportunity to gain the Ebacc.	Improving attainment of pupil premium students in which all students are with the knowledge and cultural capital they need to succeed in life.	£465	Vice Principal	Weekly RAG review of progress for disadvantaged students.  Teach and Learning quality assurance process.	Students supported with pupil premium funding make significant progress matched against other groups within school and nationally.	
Delta Directors subject specific support in core and Ebacc subjects to deliver and lead targeted interventions and support bespoke CPD to develop departmental teaching and learning.	Raising attainment and closing progress gaps between disadvantaged and non-disadvantaged students.	£56,580	Vice Principal		Progress 8 score of +0.05 for disadvantaged students for the 2021 examination cohort.	

Bespoke English, Mathematics, Science and Ebacc and open bucket subject strategies.	Improving attainment of disadvantaged students/ provide extended opportunities for disadvantaged students.	£8000	Associated Assistant Principal	Impact evaluations to be completed for all departmental interventions.	Increase the progress 8 score for disadvantaged student by 0.16 in comparison with 2018-2019 (-0.11).	
Y11 Pupil Premium Progress Mentors.	Improving attainment of provide extended opportunities for disadvantaged students.	£11,355	Associated Assistant Principal	Weekly RAG review of progress for disadvantaged students.		

## Teaching and Learning

### Rationale based on evidence-based research:

Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. (The EEF Guide to Pupil Premium (2019) Supporting the attainment of disadvantaged pupils: articulating success and good practice research report (2015) suggests 'Deploy the best staff to support disadvantaged pupils; develop skills and roles of teachers and TAs rather than using additional staff who do not know the pupils well'. The Pupil Premium: How schools are spending the funding successfully to maximise achievement (2013) suggests, 'The systematically focused on giving pupils clear, useful feedback about their work, and ways that they could improve it'. The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective feedback as a high impact and low cost (+8 months) strategy to raise attainment for disadvantaged students. EEF (2019) 'Keep your focus relentlessly on the quality of teaching and learning in your part of the school is fundamental to closing gaps in performance for pupil premium students'. Using the pupil premium effectively: an evidence-based approach to closing the gap (Dunford 2014).

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Implementation of the Ash Hill Academy Disadvantaged First Strategy.	Diminish attainment/ progress gaps between pupil premium and non-pupil premium students.	£10,000	Vice Principal	Teaching and learning quality assurance process including leaders – work sampling and learning walks.  Appraisal reviews.  Departmental minutes.	Progress 8 score to exceed +0.05 of the 2018-2019 cohort for 2010-2021 examination cohort.  70% of the disadvantaged student cohorts to have a progress 8 score of +0.15 or above in the third data review (April 2021).	
Disadvantaged First T&L Strategy and weekly Ash Hill Professional Development meetings based on evidence-based research.		£20,000	Assistant Principal		To secure an overall progress 8 for disadvantaged students within the top 20% (second quintile on the 2021 IDSR <sup>1</sup> ) of students nationally.  Increase the progress 8 score for disadvantaged student by 0.16 in comparison with 2018-2019 (-0.11).	

<sup>1</sup> Inspection Data Summary Report

Yearly subscriptions to teaching and learning resources. Hegarty Maths and GCSE Pod.	Students to have access to learning programmes at home.  To provide targeted support for disadvantaged students.	£4,800	Associate Assistant Principal	Weekly publication of minutes of use via Ash Hill Academy Praise updates.	To achieve a 10% increase in the number of disadvantaged students achieving a grade five in both English in Mathematics in comparison to the 2019 result (28%).	
Intervention budget including teaching and learning resources.		£17,760	Vice Principal	Impact evaluations of intervention spending.		
Retention of key members of core teaching staff.	Ensuring an effective teacher is in front of every class and every disadvantaged student.	£1,855	Vice Principal	Appraisal reviews.	To secure an overall progress 8 for disadvantaged students within the top 20% of students nationally compared to other students nationally.	
Quality First Teaching for all disadvantaged students within the academy through the employment of an Assistant Principal with responsibility for teaching and learning.	Diminish gaps in attainment between disadvantaged and non-disadvantaged students.	£14,255	Assistant Principal	Weekly RAG Quality assurance process by the SLT and subject leaders – work sampling and learning walks.		

## Literacy

### Rationale based on evidence-based research:

The EEF (2019) suggests, 'Teachers should prioritise teaching Tier 2 and 3 vocabulary, which students are unlikely to encounter in everyday speech' as a key recommendation of improving literacy in secondary schools.

The Improving Literacy in Secondary Schools guidance report (2019) highlights, 'Schools should expect and proactively plan to support students with the weakest levels of literacy, particularly in Year 7'.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Targeted intervention for key stage three students using the accelerated reader programme.	Diminish gaps in attainment between disadvantaged and non-disadvantaged students through accelerated progress in literacy.	£5736	Assistant Principal	Quality assurance by senior leadership team. Tracking and monitoring of pupil premium cohort involved in the programme.	90% of students to meet or exceed their age expected target by the end of year 7 for students who were identified as being below age expected reading and comprehension in year 7 Autumn term.	
Introduction of the Word of the Week programme to support the development of tier two and three language composition.				Termly impact review of the word of the week programme.	Improvement in the levels of tier 2 and 3 vocabulary.	

## Attendance

### Rationale based on evidence-based research:

To remove the attendance gap between pupil premium and non-pupil premium students who attend Ash Hill Academy.  
The Education Endowment Foundation - Its target students and schools suggest 'Pupil premium students are three times more likely than other pupils to miss at least one in five days in secondary school'.

The Department for Education (DfE) published research in 2016 identified, 'The higher the overall attendance rate across Key Stage 3 and Key Stage 4, the higher the likely level of attainment at the end of a student's GCSE studies. Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs 9- 5 or equivalent including English and mathematics than pupils that missed 15-20% of Key Stage 3 and 4 lessons.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact	
School mini bus hire and driver.	To reduce the attendance gap between Ash Hill pupil premium students compared to all students nationally.	£12,850	Vice Principal	Weekly attendance line management meeting minutes.  Attendance half termly update for Governors.	The Ash Hill Academy FSM attendance percentage to be above 92.5% In 2018-2019 <sup>2</sup> pupils known to be eligible for and claiming FSM had an overall absence rate of 7.5%, compared to 4.2% for non-FSM pupils nationally.		
Employment of an EWO.		£16,678	Vice Principal				
First Day call and home Visits targeted towards current FSM and disadvantaged students.			Education Welfare Officer				
Develop parental communication of curriculum breakout days and parents' evenings.	Improve the attendance percentage of key academy days.	£4500	Vice Principal			The Ash Hill Academy FSM persistent absentee (PA)percentage to be below 2% below the PA rate for pupils known to be eligible for and claiming FSM nationally (22.8%).	
Target attendance rewards including (spot prizes for poor attendance periods e.g. last day of term.			Vice Principal				

<sup>2</sup> All statistics based on 2018-2019 national data as the 2019-2020 National statistics report on Pupil absence in schools in England: 2019 to 2020 was cancelled due to the Covid-19 pandemic



## Behaviour for Learning

### Rationale based on evidence-based research:

The Education Endowment Foundation – Improving Behaviour in Schools Report suggests, 'A tailored approach to support an individual's behaviour should complement the school's behaviour policy'.

The EEF Toolkit (2019) states, 'It is clear that reducing challenging behaviour in schools can have a direct and lasting effect on pupils' learning'. The Education Endowment Foundation: Teaching and Learning Toolkit highlights effective behaviour interventions has having moderate impact for moderate costs (+4 months), based on extensive research for pupil premium students.

The National College identifies an effectively embedded rewards system as being a contributory fact in improving attainment and engagement.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Increased access to Educational Psychologist provision.	Reduce the number of repeat fixed term exclusions.	£4,000	Inclusion Manager	Pastoral meeting minutes and bespoke case studies of interventions.	10% reduction in the number of fixed term exclusions compared to the whole year 2018-2019 figure (440).	
Employment of an Inclusion Manager.	Reduce the number of fixed term exclusions.	£11,650	Vice Principal			
Development of the Bridge and PLC provision interventions.	Increased pastoral interventions to reduce disadvantaged persistent absenteeism and the number of repeat fixed term exclusions.	£20,160	Inclusion Manager		To reduce the percentage of repeat fixed term exclusions by 2% compared to the whole year 2018-2019 percentage (10%).	

## Transition, Personal Development and Character Education

### Rationale based on evidence-based research:

Education for character is already integral to the work of excellent schools. In these schools there is no tension between a rigorous and stretching academic education on the one hand and outstanding wider personal development on the other' Character Education Framework Guidance-DFE (2019).

The EEF (2019) identifies sports participation has +3month impact on attainment.

Blackwell et al (2007) suggests that 'Students with a growth mind-set earned higher maths grades over time compared to students with a fixed mind-set'.

'... schools boost the self-esteem, aspirations and work ethic of more vulnerable children, many of whom are on Free School Meals' Linsell (2012).

Alexander et al (2007) highlighted, 'students lose a month's learning over the summer break. And while this "summer slide" is likely to affect most students, it was estimated as being three times as severe for students from disadvantaged families'.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Ash Hill Academy pledges.	To increase the cultural capital of disadvantaged students within the academy.	£2,000	Assistant Principal	Quantitative data on the number of pledges achieved by disadvantaged students student voice semi-structured interviews.	90% of disadvantaged students to achieve two pledges by July 2021.	
Year 6 familiarisation visits for vulnerable disadvantaged students through transition programme.	In order to support transition and reduce barriers to learning and improve engagement of targeted families.	£3,650	Year 7 Learning Manager	Quality assurance by senior leadership team. Tracking and monitoring of pupil premium cohort attendance data.	The attainment of pupil premium students to be inline line with their non-pupil premium peers nationally.	
To ensure all disadvantaged students have equal access to extra-curricular activities and financially dependent curriculum activities.	Improve engagement of students/ families in the school community.	£2,500	Vice Principal	Attendance of extra-curricular and extended curriculum activities to be logged for future comparisons.	100% of disadvantaged students have the ability to access to extra-curricular activities. A target of 85% of disadvantaged students to take part in some form of extra-curricular activity or event in 2020-2021.	

### Careers, Information and Impartial Advice

#### Rationale based on evidence-based research:

The DFE report on Strategies to raise Aspirations in Pupil Premium students (2019) suggested that pro-active work to develop partnerships and links with universities and other external organisations (e.g. local employers) that can provide support for aspiration-raising and career development activities. The Gatsby Benchmark Toolkit identifies that successful schools have 'a clear strategic overview of a student's career needs, knowledge and skills at each stage of their learner journey, as well as the decisions they are likely to face. This information sets a progressive framework of learning goals and includes contextual factors, such as parental aspirations and family backgrounds. It recognises the scope of improving social mobility by identifying the student's barriers to overcome and the bridges of support they need to maximise their life chances'.

Intervention	Desired Outcome	Cost	Responsibility	Evaluation Method	Success Criteria	Impact
Promotion of an Associate Assistant Principal with responsibility for CEIAG.	Improved destination data and raised aspiration for pupil premium students.	£1,800	Associate Assistant Principal	Student voice questionnaire. Higher education evaluation questionnaire. Destinations data 2020-2021.	100% of pupil premium students are in sustained employment, training or education for 2019-2020 cohort after two terms.  Student voice to highlight positive contribution of higher education visits/enrichment days/school wide AIG events on their post 16 aspirations.	
A commissioned independent & impartial careers advice & guidance to meet all learners' needs including pupil premium students.	Improved destination data.	£7,245	Associate Assistant Principal	Destinations data 2020-2021.	100% of pupil premium students are in sustained employment, training or education for 2020-2021 cohort after two terms.	
Higher Education Visits All disadvantaged have the opportunity to visit a university during their time at Ash Hill Academy.	Raise aspirations of pupil premium students.	£1,000	Associate Assistant Principal	Student voice questionnaire. Higher education evaluation questionnaire. Destinations data 2020-2021.	Student voice to highlight positive contribution of higher education visits on their post 16 aspirations.	