

## Pupil premium (and catch up) strategy / self- evaluation Secondary

1. Summary information					
School	Ashfield School				
Academic Year	19/20	Total PP budget	£578,400	Date of most recent PP Review	220120
Total number of pupils	2032	Number of pupils eligible for PP	309	Date for next internal review of this strategy	110320

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
Progress 8 score average	-0.27	0.12
Attainment 8 score average	37.51	38.71

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor literacy skills</i> )	
A.	Poor literacy skills on entry as demonstrated by KS2 scores.
B.	Underperformance in mathematics on entry as demonstrated by KS2 scores.
C.	Lack of aspiration/progress amongst PP students (especially) boys as demonstrated by progress and destinations
<b>Additional barriers</b> ( <i>including issues which also require action outside school, such as low attendance rates</i> )	
D.	The behaviour for learning (BfL) culture of PP pupils as illustrated by in-house and IDSR data for behaviour and parental engagement
E.	Poor PP attendance, especially linked to PAs.

4. Intended outcomes ( <i>specific outcomes and how they will be measured</i> )		Success criteria
A.	Improved levels of literacy in Year 7	Evidence from ART and Accelerated Reader will show RA progress for Pupil Premium pupils and a narrowing of the gap with non-Pupil Premium pupils.

<b>B.</b>	Improved performance for the less able in Year 7 in mathematics	Evidence from the AMT tests and in-house tracking will show improvement in the results for Year 7s who joined with a below ARE score (<100).
<b>C.</b>	<p>i) Improved progress by PP students</p> <p>ii) Improved destinations for all PP students through a broader and more appropriate curriculum</p>	<p>Pupil Premium pupils will have a Progress 8 score of 0 or above</p> <p>PP NEETs to be ≤ national average</p>
<b>D.</b>	Improved behaviour for learning for PP students	<p>Focus on reducing fixed term exclusions and avoidance of permanent exclusions for PP. To achieve below national average levels for fixed term exclusions.</p> <p>Steps to be taken include the use of supporting outside agencies, meeting needs through curriculum changes, use of interventions e.g. ARC and use of appropriate alternative providers to meet needs.</p> <p>Maintaining high ambitions for outcomes.</p>
<b>E.</b>	Improved attendance of PP students	<p>To reduced PP absence to below national averages.</p> <p>Strategies to be deployed include attendance follow up, home visits, meeting needs through curriculum changes, intervention groups and referrals to family services.</p>

**5. Planned expenditure****Academic year****2019/2020**

The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

**i. Quality of teaching for all**

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved Year 7 literacy	Continue with Hackney Literacy Project to develop key literacy skills – further develop this year to bring in parental engagement and further promote reading	National data supporting the efficacy of the Hackney Project EEF research PP Government conference Internal data*	Led by key trained member of staff and team of staff, oversight by LT link  Impact report to PP LT and AHT for Data	HEN/HED	Mid – Year review in March/April  End of Year review in July
B. Improved performance of pupils below ARE for maths on entry to Year 7	Continue additional numeracy support programme for those with KS2 scores <100 and targeted PP students	EEF research PP Government conference Internal data*	Led by TLR holder in Maths and Maths LM  Impact report to PP LT and AHT for Data	RED/HED	Mid – Year review in March/April  End of Year review in July/September
C. i) Improved progress by PP students	Quality first teaching T&L CPD, twilights, faculty development time and INSET	EEF research PP Government conference	Whole school CPD reviewed and developed as an LT, adapted to meet needs of staff LT oversight	HLL	End of Year review in July/September

C. i) Improved progress by PP students	<p>Raising the profile of PP students (and faculty specific support)</p> <ul style="list-style-type: none"> <li>- Class teacher interventions after grade run (Core subjects only – trial process this year)</li> <li>- Faculties allocated PP budget to support PP student’s ability to access the curriculum</li> <li>- Yeat 7 student profiles to be made in PDE lessons</li> </ul>	<p>EEF research PP Government conference Data trial conducted in English faculty last year with positive impact Best practice shared from other schools OFSTED recommendations for broad curriculum Improving destinations data</p>	<p>Faculty review process and high TLR visibility in faculty Reviews with Core subjects HOF after grade runs LT focus and review Review of destinations data Grade run reviews in LM meetings</p>	All LT	<p>Mid – Year review in March/April</p> <p>End of Year review in July/September</p>
C. i) Improved progress by PP students	<p>Extension and development of courses with good PP outcomes</p> <p>Broad curriculum offer of both academic and vocational courses (specifically exentsion of Construction and Art facilities this year)</p>	<p>Improved outcomes in open block Wider curriculum offer EEF research OFSTED guidance PP Government conference</p>	<p>LT review of curriculum discussed regularly in meetings LM reviews following garde runs LT oversight</p>	STH	<p>Mid- Year review in March/April</p> <p>End of year review in July/September.</p>
C. i) Improved progress by PP students	<p>Extra-curriculum development</p> <p>Trips, visits and external courses</p> <p>Purchase of Digital Theatre – English/drama</p>	<p>EEF research PP Government conference Student voice review Options analysis Access to education Cultural capital</p>	<p>LT oversight New faculty bid system in place</p>	HED	<p>Mid – Year review in March/April</p> <p>End of Year review in July/September</p>

<p>D. Improve PP engagement and BfL</p>	<p>Middle and Senior leader use of Gold and Platinum ticket rewards and A ponts to reward BfL in lessons Whole school equipment drive Faculties (including inclusion) allocated PP budget to provide support – inc rewards programmes/ incentive schemes</p>	<p>EEF research PP Government conference In-house evidence of improved engagement through staff and pupil questionnaires Staff voice from HOF LT review of process to make accessing funds more simple</p>	<p>Led by LT pastoral lead Review impact on A and B points termly LT LM for HOF to review in meetings and share best practice Liaison with PP team across school, tracking of faculty based intervention programmes and sharing best practice</p>	<p>HUT  HED/TAL</p>	<p>Mid- Year review in March/April  End of year review in July/September.</p>
<b>Total budgeted cost</b>					<b>£200, 000</b>

<b>ii. Targeted support</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved Year 7 Literacy	Sound training	EEF research Intogov conference best practice. School case studies. In house data*	Oversight by PED – literacy specialist, English TLR and LT link, tracking of progress and measured improvements	HEN/HED	Mid – Year review in March/April  End of Year review in July/September
A. Improved Year 7 Literacy	Accelerated Reader	EEF research In house data*	Oversight by TLR in English and schools trained Librarian and English LM, tracking of progress and measured improvements	SAN/HLT	Mid – Year review in March/April  End of Year review in July/September
A. Improved Year 7 Literacy	Buddy reading programme	EEF research In house data*	Oversight by TLR holder and LT link, tracking of progress and measured improvements	HEN/HED	Mid – Year review in March/April  End of Year review in July/September
B. Improved performance of pupils below ARE for maths on entry to Year 7	Power of 2 buddy maths programme	EEF research In house data demonstrating gains made in both maths ability and confidence. Sharing best practice from other schools In house data**	Oversight by TLR holder and Maths LM, tracking of progress and measured improvements	RED/HED	Mid – Year review in March/April  End of Year review in July/September

C. i) Improved progress by PP students	Access to education – Alternative provision and ARC (Ashfield Response Curriculum)	EEF research Previous outcomes Access to education PP Government conference	LT oversight tracking of progress, behaviour and engagement and measured improvements	NIC	Mid – Year review in March/April  End of Year review in July/September
C. i) Improved progress by PP students (LAC)	Welfare officer for LAC 121 support, mentoring and guidance for LAC students POC for Virtual School, Pep reviews	PP Government conference PEP reports completed Academic achievements Improved attendance Improved contact with home and outside agencies	LT oversight, tracking of progress, support and measured improvements	NIC	Mid – Year review in March/April  End of Year review in July/September
C. i) Improved progress by PP students	Whole school intervention strategies – Year 11 maximising achievement boys group (high % PP)	Previous successes and EEF research	LT and AL oversight Reviewed in LT and with HOF, tracking of progress and measured improvements	TAL/HUT	End of Year review in July/September
<b>Total budgeted cost</b>					<b>£200,000</b>

In house data \* - see Catch up impact - Literacy on school website

In house data \*\* - see Catch up impact - Numeracy on school website

<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
B. Improved performance of pupils below ARE for maths on entry to Year 7	Maths LPA	EEF research PP Government conference Sharing best practice with other schools	Oversight by HoF and Maths LM	OAK/HED	End of Year review in July/September
C. i) Improved progress by PP students	Access project for P16/KS4	EEF research and sharing best practice with other schools	LT oversight in KS4 and KS5	STH/MAG	Mid – Year review in March/April End of Year review in July/September
C. i) Improved progress by PP students	Brilliant club	HMI report on its effectiveness.	Oversight by MAT co-ordinator and LT link, tracking of progress/engagement and measured improvements	FRY/HLL	Mid – Year review in March/April  End of Year review in July/September
C. i) Improved progress by PP students	SISRA	Data and tracking of PP progress and intervention identification	LT oversight and HOF analysis, LM feedback and actions	TAL/All LT	End of Year review in July/September
C. ii) Improved destinations for all PP students through a broader and more appropriate curriculum	Effective CEIAG programme	In house data EEF research OFSTED guidance PP Government conference	LT oversight and designated member of specialist staff PP prioritised for careers appointments and fayres Tracking of destinations	MAG	Mid – Year review in March/April  End of Year review in July/September



C. ii) Improved destinations for all PP students through a broader and more appropriate curriculum	Sutton Trust Summer Schools	EEF research Previous success	LT oversight -	MAG	End of Year review in July/September
D. Improve PP engagement and BfL	Student profiles to be made for Year 7 students	PP Government conference Previous success Building relationships with students	PDE lead and LT oversight	SSI/HED	End of Year review in July/September
E. Improved attendance for PP pupils	P16 attendance officer Priority D – PP & SEND	In house data Proven success in Main school	LT oversight Tracking of PP P16 attendance and measured improvements	MAG	Mid – Year review in March/April End of Year review in July/September
E. Improved attendance for PP pupils	Community Liaison Officer employed to monitor pupils and follow up quickly on truancies PSO priorities First day response provision Pastoral teams allocated a PP budget to support rewards programmes/incentives rewards	NCTL guidance PP Government conference Sharing best practice from other schools	LT oversight Review impact on attendance termly Liaison with PP team across school, tracking of pastoral based intervention programmes and sharing best practice	NIC	Mid – Year review in March/April End of Year review in July/September

E. Improved attendance for PP pupils	Safeguarding coordinator	Appropriate support and guidance for PP students Liaison and referral to appropriate agencies Safeguarding issues resolved	Oversight by LT DSL Review of referrals termly Liaison with pastoral teams	NIC	Mid – Year review in March/April  End of Year review in July/September
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**Total budgeted cost**    **£100,000**

## 6. Review of expenditure

**Previous Academic Year**

**2018/2019**

### i. Quality of teaching for all

Action	Intended outcome	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
A. Improved Year 7 literacy	Continue the use of Hackney Literacy Project to develop core literacy skills.	In house data * - see Catch up impact - Literacy on school website	To be developed and continued next year. A parental engagement group will be set up with a year 7 focus and there will be an even bigger focus on developing reading.	£30,000
B. Improved performance of pupils below ARE for maths on entry to Year 7	Continue additional numeracy support programme for those with KS2 scores <100 and targeted PP students	In house data ** - see Catch up impact - Numeracy on school website	To be continued next year in same way (comparison between previous year and this lends itself to this model of each group participating for a whole term)	£12,000

C. i) Improved progress by PP students	Extension of courses with good PP outcomes	Overall P8 for PP students is now -0.27, which is an improvement from 2018. The open element has had a positive P8 for the last 2 years for PP students.	To be continued next year, constantly reviewing our curriculum offer. Construction and Art to have areas developed to increase capacity. Relevant CPD and staffing requirements have been accounted for	£100,000
C. i) Improved progress by PP students	Quality first teaching T&L CPD, twilights, faculty development time and INSET	Overall P8 for PP students is now -0.27, which is an improvement from 2018 and above national average.	To be continued next year	£50,000
E. Improved attendance for PP pupils	Community Liaison Officer employed to monitor pupils and follow up quickly on truancies. First day response provision. Pastoral support fund.	To conduct home visits as part of absence follow up and safeguarding procedures.	To be developed and continued next year. Home visits appears to have most impact with regard to some PP students, supported by other methods of absence follow up and support. PP absence has not increased at around 7%.	£25,000

<b>ii. Targeted support</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
A. Improved Year 7 Literacy.	Sound training	In house data * - see Catch up impact - Literacy on school website	To be continued next year	£3,200
A. Improved Year 7 Literacy.	Accelerated Reader	In house data * - see Catch up impact - Literacy on school website	To be continued next year. To be linked in with Hackney Literacy Parent's event to raise awareness and increase independent work	£6,500
A. Improved Year 7 Literacy.	Buddy reading programme	In house data * - see Catch up impact - Literacy on school website	To be continued next year	£200
B. Improved performance of pupils below ARE for maths on entry to Year 7.	Power of 2	In house data * - see Catch up impact – Numeracy on school website	To be continued next year, including rewards breakfasts as this has boosted attendance	£300
B. Improved performance of pupils below ARE for maths on entry to Year 7.	Maths LPA	In house data Positive student voice Confidence, support and outcomes for intervention classes/those supported	To be continued next year	£28,000
C. i) Improved progress by PP students	Access project for P16/KS4	In house data – access project report – including: strong student voice, participation and destinations	To be continued next year	£10,000

C. i) Improved progress by PP students	Access to education – Alternative provision and ARC (Ashfield Response Curriculum)	EEF research Previous outcomes Access to education	To be continued next year and to staffed where possible with specialist staff	£75,000
C. i) Improved progress by PP students (LAC)	Welfare officer for LAC 121 support, mentoring and guidance for LAC students POC for Virtual School, Pep reviews	PEP reports completed Academic achievements Improved attendance Improved contact with home and outside agencies	To be continued next year, including rewards breakfasts as this has boosted attendance	£30,000
C. i) Improved progress by PP students	1-2-1 English staffing	Improved outcomes and confidence for all Year 11s that were supported Positive student voice	To be continued next year	£35,000
E. Improved attendance for PP pupils	Safeguarding coordinator	Appropriate support and guidance for PP students Liaison and referral to appropriate agencies Safeguarding issues resolved	50% of safeguarding issues are from PP students To be continued next year and categories data to be reviewed/shared	£30,000

<b>iii. Other approaches</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
C. i) Improved progress by PP students	HPQ	7 Year 10 students completed the HPQ – 1 being PP. All students gained their target grade or above. The PP students gained an A grade, 1 above target.  Impact has been seen in Y11 NEAs , due to research skills from the NEA	To be continued next year but not as a PP strategy  2019-20 Y10 HPQ cohort is 7 students but as only 2 students will be PP will not be recorded as a strategy for improving the progress of HAP PP students	£350
C. ii) Improved destinations for all PP students through a broader and more appropriate curriculum	Effective CEIAG Dedicated staff	KNG role effective in school and across MAT. PP are given priority for careers appointments and trips, particularly HE opportunities. KNG works with outside agencies to secure destination outcomes for PP students.	To be continued next year	£30,000
D. Improved PP engagement and BfL	Extra curriculum development - Trips, visits and external courses	Through participation and experiential learning PP students' outcomes have improved this year HOF impact report for digital theatre	To be developed and continued next year To include support for PP P16 students course work field trips and the Year 7 PGL residential	£5,000

## 7. Additional detail