

1. Summary information					
School	Ashfield School				
Academic Year	18/19	Total PP budget	£532,015	Date of most recent PP Review	Nov '18
Total number of pupils	2535	Number of pupils eligible for PP	677	Date for next internal review of this strategy	Nov '19

2a. Current attainment		
	<i>Pupils eligible for PP at Ashfield (Figures include all those eligible in September of year 11 for FSM6, so have had 4 full years of intervention funding at this point)</i>	<i>Pupils <b>NOT</b> eligible for PP nationally</i>
% achieving expected progress in English / Maths.		
Progress 8 score average	2018=-0.38 2017 = -0.23; 2016 = -0.31	
Attainment 8 score average	38.43	
2b. Two year trends	2017 PP/None PP	2018 PP/None PP
Basics 9-4	31.3/68.8	39/73
EBacc	9.1/25.3	APS 3 / 4.05
Progress 8	-0.23/0.19	-0.38 / -0.16
Maths progress 8	-0.76/-0.34	-0.63/-0.24
English progress 8	-0.77/-0.21	-0.54/-0.31

## 2. Barriers to future attainment (for pupils eligible for PP)

The barriers faced by our PP pupils have been identified using a wide range of external and internal data sources. These include: RAISE online; FFT Aspire; staff and pupil consultation; attendance records; Ofsted reports and guidance.

### In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

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| A. | Poor literacy skills on entry as demonstrated by KS2 scores. <b>PP at entry vs Non-PP at entry</b>                           |
| B. | Underperformance in mathematics on entry as demonstrated by KS2 scores. <b>PP at entry vs Non-PP at entry</b>                |
| C. | Lack of aspiration/progress amongst PP MAT pupils (especially) boys as demonstrated by progress and destinations (IDSR data) |

### External barriers *(issues which also require action outside school, such as low attendance rates)*

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| 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.  |

<b>3. Outcomes and Success Criteria</b>		
<b>A.</b>	Improved 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>	Improved progress by PP MAT pupils.	MAT Pupil Premium pupils will make have a Progress 8 score of 0 or above.
<b>C.</b>	Improved destinations for all PP pupils through a broader and more appropriate curriculum.	PP NEETs to be <4%
<b>D.</b>	Improved behaviour for learning for PP pupils.	KPIs for attendance, behaviour and parental engagement all show narrowing of the gap between PP and Non-PP pupils. For behaviour this will relate to days lost to fixed term exclusion reducing a gap of 84 days and to a narrowing of the gap between PP and Non-PP on internal A and B point measures. For parental engagement it will be ensuring 75% PP parent attendance at parents' evenings.
<b>E.</b>	Improve attendance.	To reduce PP and Non-PP in school difference for overall attendance rates. Current difference is 2.2%.
<b>4. Planned expenditure</b>		
<b>Academic year</b>	<b>£532, 015</b>	

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**

<b>Desired outcome</b>	<b>Chosen action / approach</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>
C. Improved outcomes for PP/PP HAPs.	Use of TLR structure with staff trained and supporting in identifying underperformance. Broad curriculum offer of both academic and vocational courses.	Ofsted – “Effective leadership is vital to continue to overcome these challenges” Good practice within the mathematics department, for both structure and outcomes was the basis of this decision too. Improving destinations data	Data passed by TLR holders to HoFs followed up through regular LM meetings with LT  Review of destinations data	WOR	Mid – Year review in March/April  End of Year review in July/September
A. Improved Year 7 literacy	Continue the use of Hackney Literacy Project to develop core literacy skills.	National data supporting the efficacy of the Hackney Project. Strong internal data to validate its impact.	Led by key trained member of staff. Impact report to PP LT.	HEN	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	Staff trained in the AMT intervention strategies	Compelling evidence from case studies at other schools	Led by TLR holder in Maths	HED	Mid – Year review in March/April  End of Year review in July/September
D. Use of in-house rewards to improve PP engagement and BfL	Middle and Senior use of Golden and Platinum ticket rewards to BfL in lessons.	In-house evidence of improved engagement through staff and pupil questionnaires	Led by LT pastoral lead	NIC	Mid- Year review in March/April  End of year review in July/September.
E. Improved BfL for PP pupils	Community Liaison Officer employed to monitor pupils and follow up quickly on truancies. First day response provision. Pastoral support fund.	NCTL guidance. Best practice as presented at the IntoGovernment PP National Conference attended by DfE, HMI, NFER.	Oversight by LT pastoral lead	NIC	Mid – Year review in March/April  End of Year review in July/September
<b>Total budgeted cost</b>					£142, 000
<b>ii. Targeted support</b>					

<b>Desired outcome</b>	<b>Chosen action / approach</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.	AMT with staff trained in 1-2-1 intervention	Compelling evidence from case studies at other schools.	Oversight by TLR holder	RED	Mid – Year review in March/April
B Improved performance of pupils below ARE for maths on entry to Year 7.	Power of 2	In house data demonstrating gains made.	Oversight by TLR holder	RED	Mid – Year review in March/April
A. Improved Year 7 Literacy.	Sound training	Intogov conference best practice. School case studies. In house data.	Oversight by PED.	WOR	Mid – Year review in March/April  End of Year review in July/September
A. Improved Year 7 Literacy.	Accelerated Reader	In house data demonstrating gains made.	Oversight by TLR in English and schools trained.	SAN	Mid – Year review in March/April
A. Improved Year 7 Literacy.	Buddy reading programme	In house data	LT oversight	HEN	Mid – Year review in March/April

C. Improved destinations for MAT PP pupils	Brilliant club	HMI report on its effectiveness.	Oversight by MAT co-ordinator	FRY/WOR	Mid – Year review in March/April  End of Year review in
<b>Total budgeted cost</b>					190,000
<b>iii. Other approaches</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
C. Improved progress for PP HAPs.	HPQ	Nationally recognised qualification designed to provide extension.	Oversight by MAT co-ordinator	FRY/WOR	Mid – Year review in March/April  End of Year review in July/September
A. Improved Year 7 Literacy	1-2-1 English staffing	EEF/Sutton Trust research.	Oversight by HoF	PRI	Mid – Year review in March/April  End of Year review in July/September
D. Improved BfL for PP pupils	A point reward focus for PP attendance and behaviour	Student Voice supports the impact of the A point	LT oversight	NIC	Mid – Year review in March/April

		system on improving behaviour.			End of Year review in July/September
C. Broader curriculum offer	Extension of courses with good PP outcomes	In-house SISRA data and IDSR data	LT oversight	TAL	Mid – Year review in March/April  End of Year review in July/September
C. Effective CEIAG	Dedicated staff	In house data	LT oversight	MAG	Mid – Year review in March/April  End of Year review in July/September
C. Extra-curriculum development	Trips, visits and external courses.	Student voice review and options analysis	LT oversight	WOR	Mid – Year review in March/April  End of Year review in July/September
D. Improved BfL	Rewards	A and B point analysis	LT oversight	NIC	Mid – Year review in March/April  End of Year review in July/September
<b>Total budgeted cost</b>					<b>200, 000</b>



**Previous Academic Year 2017-2018 – Review of impact.**

<b>iv. Quality of teaching for all</b>					
<b>Desired outcome</b>	<b>Chosen action / approach</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>
C. Improved outcomes for PP	Use of TLR structure with staff trained and supporting in identifying underperformance. Broad curriculum offer of both academic and vocational courses. Clear PP	Ofsted – “Effective leadership is vital to continue to overcome these challenges” Good practice within the mathematics department, for both structure and outcomes	Regular review meetings with LT  Review of destinations data	WOR	Year 7 PP+0.14 Non-PP+0.17 Year 8 PP-0.09 Non-PP -0.01 Year 9 PP-0.54 Non-PP -0.34 Year 10 PP-0.21 Non-PP-0.11 Year 11-0.08 Non-PP -0.14  Based on this Year 9 and Year 10 were the years where either the gap or the degree of negative progress make PP a major concern.
A. Improved Year 7 literacy	Continue the use of Hackney Literacy Project to develop core literacy skills.	National data supporting the efficacy of the Hackney Project. Strong internal data to validate its impact	Led by key trained member of staff. Impact report to PP LT.	HEN	Year 7 'All' made gains of 25 months, PP made gains of 25 months. Cohort size of 47. Year 8 'All' made gains of 15 months. PP made gains of 16 months.

B. Improved performance of pupils below ARE for maths on entry to Year 7	Staff trained in the AMT intervention strategies	Compelling evidence from case studies at other schools	Lead by TLR holder in Maths	HED	Year 7 cohort of 44. Increase for all 15%. Increase for PP 16%
A. Improved Year 7 Literacy.	The extension of Hackney Literacy Project terminology across the curriculum	National and in-house data supporting the impact of the Hackney Project on Literacy rates	A lead member of staff and LT link will oversee.	HEN	Unsuccessful as judged by QA
E. Improved BfL for PP pupils	Community Liaison Officer employed to monitor pupils and follow up quickly on trancies. First day response provision.	NCTL guidance. Best practice as presented at the IntoGovernment PP National Conference	Oversight by LT pastoral lead	NIC	This remains the key PP issue. PP attendance for 2017-18 stood at 92.82% compared to 93.16% for 2016. Non-PP attendance for 2017-18 was 96% compared to 96.15. This means an increase in gap and a decrease in PP attendance.
B Improved performance of pupils below ARE for maths on entry to Year 7.	AMT with staff trained in 1-2-1 intervention	Compelling evidence from other schools.	Oversight by TLR holder	RED	Year 7 cohort of 44. Increase for all 15%. Increase for PP 16%
B Improved performance of pupils below ARE for maths on entry to Year 7.	Power of 2	In house data demonstrating gains made.	Oversight by TLR holder	RED	Year 7 cohort of 44. Increase for all 15%. Increase for PP 16%

A. Improved Year 7 Literacy.	Sound training	Intogov conference best practice. School case studies.	LT oversight of pilot project involving a limited cohort of 20 pupils.	WOR	Cohort of 65 pupils from Year 7 and 8. 'All' made progress of 46.4 months. PP made improvement of 49.6 months
A. Improved Year 7 Literacy.	Accelerated Reader	In house data demonstrating gains made.	Oversight by TLR in English and schools trained. librarian..	SAN	<i>66% of PP students improved their reading ages, compared to 76% in the 7 Non pupil premium cohort. 35% of PP students made over 1 year's improvement in their reading age.</i>
A. Improved Year 7 Literacy.	Everyone's a reader	In house data	LT oversight	HEN	Year 7 cohort of 10. 'All made progress of 14 months. PP made 12 months progress. <i>Not a success but small numbers skewed result.</i>
D. Improved BfL for PP pupils	Brilliant club	HMI report on its effectiveness.	Oversight by MAT co-ordinator	ROH	<p><b>Spring Placement (Years 9 &amp; 10):</b>  67% of pupils were PP  8 pupils achieved 100% attendance  4 pupils dropped out  6 pupils achieved a 1<sup>st</sup> or 2.1  2 pupils achieved a 2.2  Reece Bailey, Madison Smith, Heritage Afolabi and Chloe Greenwood in year 10 all achieved a 1<sup>st</sup>.  Average progress for this placement was 26% which is 9% higher than the national average.</p> <p><b>Summer Placement (Years 7 &amp; 8):</b>  44% of pupils were PP  6 pupils achieved 100% attendance  4 pupils dropped out  6 pupils achieved a 1<sup>st</sup> or 2.1  2 pupils achieved a 2.2</p>

C. Improved progress for PP HAPs.	HPQ	Nationally recognised qualification designed to provide extension.	Oversight by MAT co-ordinator	ROH	HPQ was successfully completed by all pupils. 100% attendance at both Easter sessions. Presentations were very successful.  Grades achieved: A* A* A* A B B  2 more pupils accepted onto the course from last year.
A. Improved Year 7 Literacy	Read Write Tracking	EEF/Sutton Trust research.	Oversight by Inclusion	BRH	Year 7 cohort of 6. All progress was 33 months. PP progress was 29 months.
D. Improved BfL for PP pupils	A point reward focus for PP attendance and behaviour	Student Voice supports the impact of the A point system on improving behaviour.	LT oversight	NIC	Review shows that attendance remains an area for improvement.  Exclusions for PP students remain well below national averages however <b>exclusions for PP pupils for 2017-18 were 60 occasions as opposed to 34 for non-PP.</b>
C. Broader curriculum offer	Extension of courses with good PP outcomes	SISRA data	LT oversight	WOR	Awaiting the publication of National data although internally the 'open block' subjects again saw impressive VA for PP pupils with +0.65
C. Effective CEIAG	Dedicated staff	In house data	LT oversight	MAG	NEETs for PP stood at 5.2% so did not meet target.
C. Extra-curriculum development	Trips, visits and external courses.	Student voice review and	LT oversight	WOR	Internally the bids template has evidence of individual successes.

		options analysis			
D. Improved BfL	Rewards	A and B point analysis	LT oversight	NIC	A points saw a proportional distribution with 33% awarded to PP. B points were disproportionately given to PP pupils with 55% being for PP.