

Pupil Premium Report 2017 – 2018

The pupil premium was introduced in April 2011 and gives schools extra funding to raise the attainment of disadvantaged pupils from reception to Year 11. The school is required to report annually on the spending of pupil premium funding and on its impact.

Pupil Premium funding has been allocated to schools so that they can address the achievement gap between pupils who are eligible for Pupil Premium and those who are not. Ofsted and the Department for Education make it clear that schools can use the Pupil Premium in any way they think is effective, as long as the attainment gap is closing. Ashlawn School spends it on a balance of academic, pastoral and enrichment activities. The school is charged with allocating this money to maximise pupil achievement.

Total amount of PPG received 2014-2015 £161,755

Total amount of PPG received 2015-16 £170,170

Total amount of PPG received 2016-17 £184,195

Total amount of PPG 2017-18 £242,545

2018-19

Total amount of PPG 2018-19 £220,625

Number of roll in Years 7-11 1417

Number eligible for PPG 262

Percentage of students eligible for PPG 18%

Governance of Pupil Premium Spending

The governing body is responsible for approving the arrangements for the use of the pupil premium and for monitoring the impact of that spending. At Ashlawn School, there is a named governor who meets with the pupil premium lead in school to discuss actions, strategy outcomes and impact.

Impact is measured by tracking,

KS2 Prior Attainment

Attainment 8

Progress 8 overall and across all 4 pillars

%9-5 in English and Maths

EBacc entries overall and in triple science and MFL

Attendance

Destinations

What the data tells us:

- Since we have a relatively small percentage of the cohort eligible for Pupil Premium (14.6% overall, 14.3% in 2017-18) each individual student makes a large difference to the percentages and average calculations.
- Average KS2 scores for the disadvantaged cohort was 4.88 compared to 5.02 for the non-disadvantaged cohort
- The headline outcomes for the students eligible for the Pupil Premium in 2018 were very disappointing. The progress of this cohort clearly needs to improve. Over a third of the PP cohort achieved Progress 8 scores in line with or better than the national picture. Over 10% of the cohort had significant issues which affected their engagement with education and attendance in school.
- Progression routes to Post 16 education are strong.
- Pupil Premium students follow an aspirational and academic curriculum with a proportion entering for the EBacc in line with the national picture in 2018, but with entries much higher particularly when looking at Modern Foreign Languages and Humanities subjects.

Given our disappointing outcomes we have reviewed our strategies and made changes. This is showing progress in predicted 2019 outcomes.

- Attainment 8 for disadvantaged students was 42.4 in 2018. This is forecast to maintain in 2019 with a cohort of students eligible for the Pupil Premium who have a much lower KS2 prior attainment (4.59 in 2019 compared to 4.88 in 2018) showing better progress of these students.
- Progress 8 gap has closed significantly between 2018 (-0.61) and predicted 2019 (-0.13). This includes over 10% of the cohort with significant issues affecting their engagement with education, attendance and ability to sit exams in Summer 2019.
- The basics measure (%9 to 5 in English and Maths) is predicted to increase significantly in 2019 and be close to in line with national averages for all students.

Key Issues and Barriers to progress

Improve progress 8 for disadvantaged students and reduce the gap between disadvantaged and other students

Improve the progress of disadvantaged students in English

Improve the progress of disadvantaged students in OHV key subject areas

Engage all staff in proactively working to improve the progress of key students, particularly those who are both disadvantaged and SEND

Improve the attendance and punctuality of key students

Improve parent and student engagement

Improve revision skills

Improve access to IT facilities for students who do not have a computer to use at home

Planned Strategies to narrow the attainment gap 2018-19

Objectives	Strategies	Intended Impact	Evidence
Improve progress 8 for disadvantaged students, improve attainment and reduce the gap between disadvantaged and other students	<p>Work closely with DS Learning Coordinator and pastoral teams to identify and support key students</p> <p>DS Champion roles in English, Maths, Humanities and MFL</p> <p>Employment of English and Maths Tutors to support students in school and after school</p> <p>Adapt timetables for students who are struggling and give more support in supported study, particularly in English and Maths</p> <p>Use of GCSE Photography to boost confidence of key students</p> <p>Mentoring of key students to support their progress</p> <p>Early careers interviews for key students</p>	<p>Outcomes and progress of DS students improves to be in line with non DS students</p> <p>Reduce progress gaps between curriculum subject areas</p> <p>Improve Progress 8 scores for DS students in English, Maths and EBacc</p> <p>Improve teaching and learning to support disadvantaged students better in the classroom environment</p> <p>All disadvantaged students have a clear progress route for Post 16</p>	<p>Progress 8 overall score for the disadvantaged cohort</p> <p>GCSE Results and predicted grades for Y11 students</p> <p>Data snapshots for all year groups</p> <p>Progress 8 tracking in Year 10 and Year 11 for all subject areas and individual students</p> <p>Post 16 destinations for disadvantaged students</p>
Improve the progress of disadvantaged students in English	<p>Regular discussions with key staff to identify key issues and key students</p> <p>Raise profile with staff and discuss in class interventions such as seating plans, questioning and checking on progress</p> <p>English graduates to work with key students in lessons.</p> <p>After school 1-1 support for key students</p> <p>Whole school teaching and learning professional development</p>	<p>GCSE Results in English Language and Literature to improve for all disadvantaged students compared to 2018 figures</p> <p>Progress 8 English value to improve from 2018 figure</p> <p>Narrow the gap between disadvantaged and other students in English</p> <p>Improve teaching and learning in English to support disadvantaged students</p>	<p>Progress 8 score for English %5+ in English Language and Literature</p> <p>Progress 8 tracking in Year 10 and Year 11 using predicted grades</p> <p>Data snapshots for Year 7 to 9 to check on progress</p>
Improve the progress of disadvantaged students in Other High Value key subject areas	<p>Regular monitoring of data in DT, Computing, Health and Social Care, Drama, Music, Dance subject areas and follow up discussions with SLT/HOD</p> <p>Introduce RSL Dance and Drama for some students</p> <p>Whole school teaching and learning professional development</p>	<p>GCSE Results for disadvantaged students in their Other High Value subjects to improve and be better than national average</p> <p>Narrow the gap between attainment and outcomes in the Other High Value subjects and core/EBacc subjects</p> <p>Improve Progress 8 score for the Other High Value subjects and narrow the gap between disadvantaged and other students</p>	<p>Progress 8 score for Other High Value subjects for disadvantaged cohort compared to other students %5+ for all Other High Value subjects compared to 2018 school and National Averages for disadvantaged students</p>
Engage all staff in proactively working to improve the progress of key students, particularly those who are DS and SEND	<p>Regular meetings with key staff to discuss actions for individual students</p> <p>Middle Leaders meeting to raise the profile and identify key actions for each department</p> <p>Use of Go4Schools seating plans to raise the profile of individual students with the whole staff group</p> <p>CPD session on feedback and feedback first for key students</p> <p>CPD focus on support and in class strategies for effective teaching for DS and SEND students</p>	<p>Improve the Progress 8 scores for those students who are both disadvantaged and SEND across all 4 pillars (English, Maths, EBacc and Other High Value subjects)</p> <p>Improve attainment and outcomes for students who are both disadvantaged and SEND across all areas</p> <p>Improve teaching and learning to support and challenge those students who are disadvantaged and SEND better in the classroom</p>	<p>Progress 8, attainment %5+ for the small cohort of students who are both DS and SEND. Compare this to the DS, other and non-SEND progress and outcomes.</p>

<p>Improve the attendance and punctuality of key students</p>	<p>DS team to check on attendance of DS students weekly and follow up on any concerns with HOY Regular discussions in meetings about key students. Bus passes if students having difficulty with money for transport Learning coordinator to be in regular contact with parents of key students – first call if not in school.</p>	<p>Improved attendance and punctuality for key students</p>	<p>Percentage attendance improved Unauthorised attendance reduced Reduction in the number of lates</p>
<p>Improve parent and student engagement</p>	<p>Coordinated meetings with students and parents and decide on best people to be there where necessary for key students. Check on parental engagement with Go4Schools and contact parents who are not regularly checking the progress at key data points Students logging onto Go4Schools and considering their next steps for improvement Year 11 revision evening – contact all parents of PP students personally to ensure that they are able to attend and help with transport for any who need it. Check on parental attendance at all consultation afternoon and follow up meetings with those not attending Learning coordinator to contact parents to see if they need any help/support in attending for key students. Information evenings – learning coordinator to contact parents of DS students to improve attendance at these meetings</p>	<p>Improved outcomes due to better parent and student engagement with the school Improved attendance due to better parental engagement with school Improved attendance at parental consultation events – disadvantaged attendance is in line with non-disadvantaged</p>	<p>Attendance figures at parental consultation meetings</p>
<p>Improve revision skills and independent study skills of students</p>	<p>Ensure all DS students have access to quality revision guides Provide key DS students with a revision planner Year 11 revision evening – contact all parents of PP students to ensure that they are able to attend and help with transport for any who need it. Learning coordinator to work with students in small groups during form time or in supported study to help them with personal revision skills Elevate Education company to work with Y11 during the two SMSC days Invest in GCSEPod and promote with Y9-11 in assemblies and via tutor time. Additional mentoring and support for key students to ensure that they are organised and have everything they need for independent study at home. Personalised after school revision timetable for key students Easter Revision programme for key students</p>	<p>Students feel more confident going into all assessments and exams Students feel better prepared and know how to revise Improved progress and outcomes in assessments and exams Improved uptake and use of revision materials such as GCSEPod and Educake for disadvantaged students compared to non-disadvantaged</p>	<p>Student questionnaires following Elevate Education revision seminars Progress 8 scores Attainment in assessments and exams for all disadvantaged students compared to non-disadvantaged students</p>
<p>Improve access to IT facilities for students at home</p>	<p>Loan of Chromebooks for DS students who do not have access to computer facilities at home.</p>	<p>Improved access to learning at home Improved access to revision resources</p>	

Data outcomes and projections

		2018 Ashlawn	2019 Ashlawn (projected)	2018 National
KS2 Prior Attainment	All	5.00	5.01	4.75
	Other	5.02	5.08	4.85
	Disadvantaged	4.88	4.59	4.53
	Gap	-0.14	-0.47	-0.32
Attainment 8	All	52.1	54.3	46.6
	Other	53.9	56.6	49.9
	Disadvantaged	43.9	42.3	38.5
	Gap	-10	-14.3	-11.4
Progress 8	All	0.2	0.21	0
	Other	0.23	0.27	0.11
	Disadvantaged	-0.62	-0.15	-0.38
	Gap	-0.85	-0.42	-0.49
% 5+ in English and Maths	All	56%	72%	42.2
	Other	60%	77%	49
	Disadvantaged	38%	46%	26
	Gap	-22%	-31%	-23
% Entries in 3 Sciences	All	41%	38%	25.8
	Other	44%	44%	30
	Disadvantaged	27%	9%	15.8
	Gap	-15%	-35%	-14.2
% Entries in 1+ MFL	All	70%	82%	44.1
	Other	74%	87%	48.3
	Disadvantaged	50%	57%	33.8
	Gap	-24%	-30%	-14.5
% Entries EBacc	All	70%	77%	36.7
	Other	74%	83%	40.9
	Disadvantaged	50%	50%	26.7
	Gap	-24%	-33%	-14.2
		2017/18	Current	National
Attendance	All	94		94.6
	Disadvantaged	88.3		92.2

		2016/17		National
Progression to Post 16 Education or employment	All	96		94
	Disadvantaged	84		96

Budget breakdown by year group.

Year Group	Total DS numbers	Service Child Premium	Funding	Adopted from Care	Funding	Looked After Funding	Funding	FSM6 Funding	Funding	Total DS funding
Current Y7	33									0
7 (Current Y8)	64	2	600	5	9500	2	3800	55	51425	65325
8 (Current Y9)	53	2	600	3	5700	2	3800	46	43010	53110
9(Current Y10)	39	1	300	2	3800			36	33660	37760
10(Current Y11)	39			3	5700	2	3800	34	31790	41290
11	42			5	9500	1	1900	36	33660	45000
Total	237	5	1500	18	34200	7	13300	207	193545	242545

Spending

Staffing or resource	Cost
Total budget for 2018-19	£242545
Staffing – broken down below	<u>£168478</u>
a) DS Learning Coordinator	£28472
b) English graduates (2 members of staff)	£49869
c) Maths graduates (3 members of staff)	£42290
d) Learning mentors	<u>£47847</u>
DS champions (4 members of staff in English, Geog, MFL, Science)	£4000
Go4Schools Seating Plans Module	£820
Elevate Education Revision Seminars x2	£4234
GCSEPod annual subscription	£5400
Purchase of Chromebooks for loan	£1282
Educational trips and visits	£7133
Music lessons	£3070
Mentor Link mentoring services	£900
Revision Guides	£1484
Easter revision	£1012
PP fund for additional trip costs, revision guides, music lessons, financial support and any other additional costs that may support PP students in a number of academic and pastoral ways	£50132