

Pupil Premium Strategy Statement: The Ashley School Academy Trust

1. Summary information					
School					
Academic Year	2016/17	Total PP budget	£95,000	Date of most recent PP Review	N/A
Total number of pupils	136	Number of pupils eligible for PP	59	Date for next internal review of this strategy	Jan 2017

2. Current achievement		
KS4	<i>Pupils eligible for PP (TAS)</i>	<i>All Pupils (TAS)</i>
% (no) achieving 5+ ELQ including English & Maths (2015)	89% (8/9)	94.7% (18/19)
% (no) achieving 5+ ELQ including English & Maths (2016)	100% (8/8)	94.7% (18/19)
% (no) making expected progress (TASDA 2016)	87.5% (7/8)	76% (13/17)
% (no) making better than expected progress (TASDA 2016)	75% (6/8)	65% (11/17)
KS2		
% (no) making expected progress English & Maths (pro rata 2016)	100% (12/12)	100% (12/12)
% (no) making better than expected progress English & Maths (pro rata 2016)	100% (12/12)	75% (9/12)

3. Barriers to future achievement		
In-school barriers		
A.	Increased complexity of SEND eg Autism and oromotor difficulties (SLCN)	
B.	Readiness for learning on entry to TAS from mainstream e.g. previous reliance on TA support and/or withdrawal from class	
C.	SEMH issues for a very small group of pupils (mostly eligible for PP) are having detrimental effect on their academic progress.	
External barriers		
D.	Complexity within the family arising from pupils SEND and previous poor engagement/experience of learning	
4. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Increase staff confidence & competence to meet the complex needs of our pupils through comprehensive training, research and reflective practice	All staff consistently 'plan for learning' and as a result all pupils, regardless of need, make rapid progress
A.	Improve speech, language, communication skills for pupils	Targeted pupils access Speech and Language interventions and make rapid progress Teaching staff have the Knowledge, Skills & Understanding and effectively use SLCN Toolkit to 'plan for learning' Targeted pupils access Talkabout (Social Skills Intervention Groups) as a result make rapid progress with both social skills and academic achievement
A.	Improve/maintain rates of progress within English and Maths	Targeted pupils access appropriate & timely academic interventions (Lexia/PAM), as a result pupils make rapid progress
B.	Improve Behaviour 4 Learning skills	Targeted pupils access appropriate <i>proactive</i> interventions through PFS team and/or KS2 Nurture
C.	SEMH issues of targeted pupils addressed.	Fewer behaviour incidents recorded for these pupils through proactive PFS interventions , as a result pupils make rapid progress across the curriculum

D.	Pupils and their families attendance, engagement and support is increased	Targeted pupils and their families access appropriate <i>proactive</i> interventions through PFS team and/or KS2 Nurture
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5. Planned expenditure

Academic year	2016/17
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The three headings below enable us to demonstrate how we are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality First Teaching for ALL

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase staff confidence & competence to meet the complex needs of our pupils through comprehensive training, research and reflective practice	Continued work with Alex Kelly Ltd Elklan Training for staff Comprehensive CPD programme for staff at all levels	A highly trained and skilled workforce has a huge impact on pupil outcomes Ensuring both experienced and newly appointed staff have the opportunities to access high quality professional development ensuring that they understand and can respond to the challenges posed by our pupils	Use PD days and 'Monday CPD' to deliver effective training Commission high quality training provider who knows TAS and needs of pupils well Accredited outcomes for staff (L2 or L3) SLT monitoring and feedback to embed learning from training	HT/DHT T&L	Jun 2017 Mar2017 Jun 2017

<p>Improve speech, language, communication skills for pupils</p>	<p>Speech & Language Team - maintain increased specialist staff to work with pupils, parents and staff</p> <p>Elklan Training for staff</p>	<p>The Education Endowment Foundation (EEF) Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.</p>	<p>Highly effective appointment processes, induction, supervision and ongoing professional development</p> <p>Impact overseen by HT and NHS S&L Therapist</p>	<p>HT</p>	<p>Jun 2017</p> <p>Mar2017</p>
<p>Improve Behaviour 4 Learning skills</p>	<p>Pastoral Team - maintain increased specialist staff team to work with pupils and their parents on inclusion, attendance, behaviour, participation and engagement (PFS worker & KS2 Nurture)</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.</p>	<p>Highly effective appointment processes, induction, supervision and ongoing professional development</p> <p>SLT monitoring including through PM</p>	<p>HT/DHT B4L</p>	<p>Jun 2017</p>
					<p>£65,500</p>

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve speech, language, communication skills for pupils	Proactive 1:1, group and class support for targeted pupils under the guidance from NHS Speech & Language Therapist	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.	<p>Ensure accurate identification of target pupils is fair, transparent and monitored effectively including recording impact of intervention on engagement and outcomes</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time</p> <p>Impact overseen by HT and NHS S&L Therapist</p>	HT	Jun 2017

<p>Improve/maintain rates of progress within English and Maths</p>	<p>Writing with my Eyes - Ricky Tart - Poetry & Music in Action</p> <p>Maintain PAM registration and lead effective maths group</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.</p>	<p>Ensure accurate identification of target pupils is fair, transparent and monitored effectively including recording impact of intervention on engagement and outcomes</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time</p> <p>Impact overseen by HT/DHT & Curriculum TLRs</p>	<p>HT/English TLR</p> <p>HT/Maths TLR</p>	<p>Jan 2017 June 2017</p>
<p>Improve Behaviour 4 Learning skills</p>	<p>Proactive 1:1s and group sessions</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.</p>	<p>Ensure accurate identification of target pupils is fair, transparent and monitored effectively including recording impact of intervention on engagement and outcomes</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time</p> <p>SLT monitoring including through PM</p>	<p>DHT B4L</p>	<p>Jan 2017 June 2017</p>

<p>SEMH issues of targeted pupils addressed.</p>	<p>Proactive 1:1 and group sessions including embedding Talkabout sessions</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.</p>	<p>Ensure accurate identification of target pupils is fair, transparent and monitored effectively including recording impact of intervention on engagement and outcomes</p> <p>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time</p> <p>SLT monitoring including through PM</p>	<p>DHT B4L HT/PSHE & SEAL TLR/ Talkabout Champions</p>	<p>Jan 2017 June 2017</p>
<p>Pupils and their families attendance, engagement and support is increased</p>	<p>Targeted 'Families First' approach to support families in supporting their child's progress</p>	<p>The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.</p>	<p>Ensure accurate identification of target pupils is fair, transparent and monitored effectively including recording impact of intervention on engagement and outcomes</p> <p>SLT monitoring including through PM</p>	<p>DHT B4L</p>	
<p>Total budgeted cost</p>					<p>£11,500</p>

iv. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increase staff confidence & competence to meet the complex needs of our pupils through comprehensive training, research and reflective practice	Continued work with Alex Kelly Ltd Comprehensive CPD programme including: Autism Elklan Phonics Primary Advantage Maths (PAM)	A highly trained and skilled workforce has a huge impact on pupil outcomes Ensuring both experienced and newly appointed staff have the opportunities to access high quality professional development ensuring that they understand and can respond to the challenges posed by our pupils	Use PD days and 'Monday CPD' to deliver effective training SLT monitoring and feedback to embed learning from training	HT/DHT T&L	Jan 2017 June 2017
Improve/maintain rates of progress within English and Maths	Literacy intervention including Lexia Numeracy intervention including PAM and	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.	Programmes selected using evidence of effectiveness TLR monitoring and feedback to embed learning from training	DHT T&L/English TLR DHT T&L/Maths TLR	
Improve Behaviour 4 Learning skills	Comprehensive staff training re Collaborative Problem Solving Approaches (CPSA)	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.	Use PD days and 'Monday CPD' to deliver effective training SLT monitoring and feedback to embed learning from training	DHT B4L	

SEMH issues of targeted pupils addressed.	Comprehensive staff training	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.	Use PD days and 'Monday CPD' to deliver effective training SLT monitoring and feedback to embed learning from training	DHT B4L	
Pupils and their families attendance, engagement and support is increased	Further developing learning opportunities through 'Parent Get Togethers' Summer School	The EEF Toolkit suggests that targeted interventions matched to specific pupils with particular needs can be effective.	Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time Commissioning of high quality sessions for parents Building on 2016 summer school pilot and parental/pupil feedback (See report with PFS Families Champion) SLT monitoring and feedback to embed learning from training	DHT B4L PFS Families Champion	Jan 2017 Sept 2017
Total budgeted cost					£18,000

6. Review of expenditure					
Previous Academic Year 2015/2016					
Activity	Lead	Amount	SDP Link	Actions	Impact
Continued commissioning of 'Tricky Art' (Ricky Tart) to further improve writing through 21 st Century Technologies culminating in a showcase event for parents at L6FC	Head Teacher Literacy Lead	£4,160	Attendance, Engagement, Progress and Attainment	Commissioned programme to be delivered across the academic year with Year 6 and KS3 pupils in partnership with 2 local Challenge Partners Schools Identifying school 'champions' Staff CPD	Pupils made rapid progress within writing stage (See full report with English TLR) Pupils confidently 'showcased' work July 2016 at L6FC demonstrating increased self-esteem and self-confidence Increased confidence in writing Increased staff confidence and competence using 21 st Century technologies to both engage pupils and develop creative writing at length.
Enabling pupils to access 21 st Century technologies through purchasing iPads and laptops	Head Teacher ICT Lead	£25,000	Attendance, Engagement, Progress and Attainment	Purchasing additional laptops, iPads, server and trolleys; plus updating PCs Staff CPD	Pupils across TAS have timely access to portable technologies which are used across the curriculum resulting in increased engagement and ultimately improved outcomes
Phonics Intervention Programme - LEXIA	Literacy Lead	£3,840	Leadership of English/Literacy Staff professional development Raising Attainment	Purchasing LEXIA site license (x50)	Targeted staff received high quality training throughout 2015/2016 and on into Autumn 2016

				<p>Training and literacy training for key staff and ongoing CPD</p> <p>Purchase of additional resources to support phonics intervention programmes</p>	<p>Pupils made rapid progress in reading. (See full report with English TLR)</p> <p>Parents enabled to access Lexia and support literacy at home</p>
SLCN Toolkit	Head Teacher Literacy Lead SaLT	£1,500	Attendance, Engagement, Progress and Attainment Staff Professional Development	<p>Staff time for development of comprehensive 'toolkit' for staff</p> <p>Staff Training</p>	Increased staff confidence in understanding a range of SLCN disorders and ability to 'plan for learning'
Pastoral Team - increase specialist staff team to work with pupils and their parents on inclusion, attendance, behaviour, participation and engagement	DHT B4L	£17,000	Attendance, Engagement, Progress	Monies allocated via TASAT SDP to continue appointments of staff for specific interventions with targeted pupils to ensure 'ready to learn' (Proactive & Reactive)	Continued downward trend in both 'behaviour incidents' and 'time lost to learning'
KS2 nurture	DHT B4L	£17,000	Attendance, Engagement, Progress and Attainment	Continued additional support for KS2 with targeted SEAL, literacy and numeracy intervention	Continued downward trend in both 'behaviour incidents' and 'time lost to learning' as a result KS2 pupils made rapid progress across the curriculum
Total Communication - Alex Kelly (Consultant)	Head Teacher	£2,500	Engagement, Progress and Attainment Staff Professional Development	<p>Staff CPD to improve understanding, consistency of use and embed practice to improve speaking, listening, communication, literacy and social skills</p> <p>Development of Talkabout (social skills) interventions for 6S, 7B, 9B, 9T and KS4 tutor groups</p>	<p>Increased staff confidence and competence understanding 'Total Communication' and applying its principles within 'Quality Teaching for All'</p> <p>All pupils within targeted Talkabout sessions improved their social skills (See full report with Talkabout Champions)</p>

Speech & Language support including 1:1 and group intervention for targeted pupils	Head Teacher	£21,000	Raising Attainment Progress	Appointment of additional staff to enhance targeted group and individual work with an increased number of pupils; systemic CPD for appropriate staff across all keystages	Targeted pupils made progress within their S&L targets (See full report with S<)
Primary Advantage Maths	DHT T&L Maths Lead	£1,500	Raising Attainment Progress	Subscription and collaboration with Hackney Learning Trust and three local Primary schools (subsidised by Raising the Bar) Facilitation of 'effective maths' focus group	Targeted staff received high quality training throughout 2015/2016 and on into Autumn 2016 Pupils made rapid progress in maths. (See full report with Maths TLR)
		£93,500			

7. Additional information