

## Pupil Premium Strategy Statement: The Ashley School Academy Trust

1. Summary information					
School					
Academic Year	2017/18	Total PP budget	£89,375	Date of most recent PP Review	N/A
Total number of pupils	138	Number of pupils eligible for PP	69	Date for next internal review of this strategy	Jan 2018

2. Current achievement		
KS4	<i>Pupils eligible for PP (TAS)</i>	<i>All Pupils (TAS)</i>
% (no) achieving 5+ ELQ including English & Maths (2017)	100% (11/11)	95% (19/20)
% (no) achieving 5+ ELQ including English & Maths (2016)	100% (8/8)	94.7% (18/19)
% (no) making expected progress (TASDA 2017)	100% (11/11)	90% (18/20)
% (no) making better than expected progress (TASDA 2017)	65% (7/11)	70% (14/20)
KS2		
% (no) making expected progress English & Maths (pro rata 2017)	83% (5/6)	93% (13/14)
% (no) making better than expected progress English & Maths (pro rata 2017)	83% (5/6)	93% (13/14)

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

Academic year	2017/18
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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 <b>comprehensive training, research and reflective practice</b>	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 2018  Mar 2018  Jun 2018

<p>Improve speech, language, communication skills for pupils</p>	<p>Speech &amp; Language Team - maintain increased specialist staff to work with pupils, parents and staff including covering NHS Therapist maternity leave</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&amp;L Therapist</p>	<p>HT</p>	<p>Jun 2018</p> <p>Mar 2018</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 &amp; 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 2018</p>
					<p><b>£60,875</b></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 including sensory processing	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&amp;L Therapist</p>	HT	Jun 2018

<p>Improve/maintain rates of progress within English and Maths</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 &amp; Curriculum TLRs</p>	<p>HT/English TLR</p> <p>HT/Maths TLR</p>	<p>Jan 2018 June 2018</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 2018 June 2018</p>

<p>SEMH issues of targeted pupils addressed.</p>	<p>Proactive 1:1 and group sessions including embedding Talkabout sessions</p> <p>Talkabout sessions 'universal' for Year 6 to Year 11</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><b>Organise timetable to ensure staff delivering provision have sufficient preparation and delivery time</b></p> <p>SLT monitoring including through PM</p>	<p>DHT B4L</p> <p>HT/PSHE &amp; SEAL TLR/ Talkabout Champions</p>	<p>Jan 2018 June 2018</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>Matched 'bursary' for Wales 2018 Residential</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>	
<b>Total budgeted cost</b>					<b>£11,500</b>

<b>iv. 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>
Increase staff confidence & competence to meet the complex needs of our pupils through <b>comprehensive training, research and reflective practice</b>	Continued work with Alex Kelly Ltd Comprehensive CPD programme including: Autism Elklan Phonics Primary Advantage Maths (PAM) <b>Sensory Processing Disorder - 'Discovery' programme</b>	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 2018 June 2018
Improve/maintain rates of progress within English and Maths	Literacy intervention including Lexia  Numeracy intervention including PAM and 1:1 sessions	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 & 2017 summer school 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 2018  Sept 2018
<b>Total budgeted cost</b>					<b>£17,000</b>

6. Review of expenditure					
Previous Academic Year 2016/2017					
Activity	Lead	Amount	SDP Link	Actions	Impact
Continued commissioning of 'Tricky Art' (Ricky Tart) to further improve writing through 21 <sup>st</sup> Century Technologies - Poetry	Head Teacher Literacy Lead	£5,540	Attendance, Engagement, Progress and Attainment	Commissioned programme to be delivered across the academic year with Year 6 and KS3 pupils  Working with school 'champions'  Staff CPD	Pupils made rapid progress within writing stage (See full report with English TLR)  Pupils confidently 'showcased' their work through school performances demonstrating increased self-esteem and self-confidence  Increased confidence in writing  Increased staff confidence and competence using 21 <sup>st</sup> Century technologies to both engage pupils and develop creative writing at length.
Enabling pupils to access 21 <sup>st</sup> Century technologies through portable technologies and new ICT suite	Head Teacher ICT Lead	£6,040	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	£500	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>
Elklan Training	Head Teacher Literacy Lead SaLT	£7,445	Attendance, Engagement, Progress and Attainment Staff Professional Development	<p>Commissioning of Elklan 5-11 x2 and Elklan - Autism</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	£30,000	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'
Parents 'Get Together & Families First Activities	DHT B4L	£1,000	Attendance, Engagement, Progress		Increased parental participation, increased number of families accessing sessions, highly complementary feedback from parents (NFER Survey Spring 2017), increased confidence in parents requesting support eg MHo
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	£4,500	Engagement, Progress and Attainment Staff Professional Development	Staff CPD to improve understanding, consistency of use and embed practice to improve speaking, listening, communication, literacy and social skills	Increased staff confidence and competence understanding 'Total Communication' and applying its principles within 'Quality Teaching for All'

				Development of Talkabout (social skills) interventions for 6S, 7B, 9B, 9T and KS4 tutor groups	All pupils within targeted Talkabout sessions improved their social skills (See full report with Talkabout Champions)
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&LT)
Primary Advantage Maths	DHT T&L Maths Lead	£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  Pupils made rapid progress in maths. (See full report with Maths TLR)
		<b>£93,525</b>			

## 7. Additional information