Pupil premium strategy statement – Ash Green School

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	917
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2024-25
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Fuzel Choudhury
Pupil premium lead	Nicholas Versey
Governor / Trustee lead	Jason Howard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£291,900
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£291,900

Part A: Pupil premium strategy plan

Statement of intent

At Ash Green School we have high ambitions for all of our students. We expect them to achieve excellent academic results. Success for us is also measured by sending out happy, confident and independent young people who are ready for the challenges of university and the world of work. We instil the skills of enquiry, reasoning and problem solving. We are passionate about developing oracy. There is no glass ceiling at Ash Green School.

This strategy for the years 2022 to 2025 promotes academic excellence, the high attendance and attitudes required for success in the workplace or at university, cultural enrichment, and outstanding pastoral care of student welfare.

Our objectives for 2022 to 2025 are to:-
- Improve attendance of our PP cohort with a particular focus on PP/SEND and reduce persistent absenteeism.
- To develop resilient learners who are prepared and successful each day. (Readiness for learning and rewards for learning.)
- Increase the progress of PP students across the EBacc suite of subjects at the end of year 11.
- By the end of KS4 close gaps between PP boys against national 'for all other' students.
- To prepare our students for success in our global community at age 18 through:
    1) a broad and balanced curriculum at KS3;
    2) a wide range of qualifications at KS4;
    3) providing a high-quality pastoral curriculum with a focus on CEIAG, metacognition skills and PHSRE. 3
- Alongside ensuring equality of access to a range of enrichment opportunity and experiences (e.g. working with the Student Engagement and Recruitment team at Coventry University), monitoring and tracking sustained impact of this work to ensure retention in the wider curriculum (masterclasses/DofE)

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	**Low attainment on entry**

	To raise the attainment and progress of PP students with a particular focus on • PP HAPS • PP SEND Students • PP Boys PP students achieved a P8 score of -1.24 in 2024
2	**Attendance** Improving attendance of PP students to be in-line with the national average ±0.5%.
3	**Literacy** To improve reading of PP students so that their reading performance reaches the same benchmark figure as non-PP students.
4	**Raising aspirations and widening access to opportunities** Ensuring PP representation at a level / exceeding non-PP representation during enrichment activities and educational visits. Appointments with careers advisor.
5	**Behaviour and attitudes** Reduction in number of days spent in internal exclusion / FTEs for PP students.
6	**Student welfare and Mental Health** Ensuring that tutors and the pastoral team work to identify and support PP students with regard to their welfare including their mental health. PP status measured for Internal Reflection and Suspension sanctions applied and monitoring records used to support those students avoid sanctions.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Attainment and Progress	Gap between PP and non-PP students narrowed so that PP students achieve in line with nonPP students. PP cohort achieves in line or above their progress 8 target. PP HAPS achieve zero or positive P8 scores at KS4.
2. Attendance	PP attendance improvements in comparison to 23/24. Reduction in the gap between PP and non PP attendance in comparison to 23/24. Reduction in PA of PP students in comparison to 23/24.

	Reduction in the gap between PP and non PP PA.
3. Literacy	Improve reading of PP students so that it reaches the same benchmark figures as non-PP students. Achievement of this promoted by using an English intervention tutor to prioritise reading with PP students.
4. Raising aspirations and widening access to opportunities	PP attendance at enrichment activities to be in line with non-PP attendance. PP attendance on educational visits to be in line with non-PP attendance, promoted by using PP funding to pay 20% of the educational visit cost. Prioritising PP students in supplementary enrichment opportunities. Student voice to be taken to determine aspirations of PP students. Used to inform enrichment offers / relevant teachers to help support PP students in reaching those aspirations. Leavers data to show increased number of PP students accessing further education / apprenticeships and 0% PP NEET.
5. Behaviour and attitudes	Data for Internal Reflection and Suspensions indicate a reduction in the number of PP days in Reflection and Suspensions
6. Student welfare	Meeting records / welfare records indicate that PP status considered in relation to student welfare.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supply of educational resources, for example revision guides, exam question practice books, stationery and scientific calculators.	The EEF toolkit indicates a +5 month gain where students are able to access extended learning.	1, 4
Monitoring, evaluation and quality assurance of teaching and learning includes enhanced representation of PP students.	The EEF website states: "The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them."	1, 4
Subject Leader QA to focus on PP	The EEF toolkit indicates a +4 month gain for interventions that change behaviours.	1, 3, 4
Curriculum meeting time to have a PP as a standing item.	The EEF toolkit indicates a +4 month gain for interventions that change behaviours.	1, 3, 4

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £101,609

Activity	Evidence that supports this approach	Challenge number(s) addressed
Students to be guided into most appropriate tutoring support with priority given to PP students.	The EEF toolkit indicates a +4 month gain for interventions centred around small group tuition.	1, 3, 4

Activity	Evidence that supports this approach	Challenge number(s) addressed
HLTAs and Teaching Assistants improve the literacy levels of students with a PP first strategy.	The EEF toolkit indicates a +6 month gain for strategies centred around reading comprehension. The EEF toolkit indicates a +4 month gain for interventions centred around small group tuition.	3
Support existing staff members to mentor students and establish positive relationships.	The EEF toolkit indicates a +4 month gain for interventions that change behaviours.	1, 2, 4, 5, 6
Use of existing staff members to analyse data trends and identify students in need of intervention following assessments	The EEF toolkit indicates a +4 month gain for interventions that change behaviours.	1, 3, 4
Use of teaching staff to provide more 1-1 support in lessons by prioritising PP students including: • Well worn paths • Visualisers • Cold calling PP • Seating plans	The EEF toolkit indicates a +4 month gain for interventions that change behaviours.	1, 3, 4
PP students proportionally represented in student voice activities.	Maslow's hierarchy of needs indicates that for students to self-actualise they need to feel as if they belong. Increasing PP students contributions to school policy and wider decisions will help achieve this.	4, 6

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: *£209,552*

Activity	Evidence that supports this approach	Challenge number(s) addressed
PP attendance on educational visits subsidised by 20%.	Greene et al. (2014) found that the benefits of an educational visit are much larger for those from a disadvantaged background.	1, 4, 5
Year 11 Residential for Core subject areas to prioritise PP students	Greene et al. (2014) found that the benefits of an educational visit are much larger for those from a disadvantaged background.	1, 3, 4, 5

Uniforms bought for PP students where necessary.	DfE figures for 2018/2019 indicate absence gaps between PP and nonPP students (8.2% compared to 4.5% respectively).	6
Taxi / bus passes bought where necessary to transport PP students to school.	DfE figures for 2018/2019 indicate absence gaps between PP and nonPP students (8.2% compared to 4.5% respectively).	2, 6
PP students receive a free breakfast.	Lack of food can lead to a lack of focus and concentration which impacts negatively on attendance. DfE figures for 2018/2019 indicate absence gaps between PP and nonPP students (8.2% compared to 4.5% respectively).	2, 6
Proportional use of funding to support salary of attendance worker to sustain capacity.	DfE figures for 2018/2019 indicate absence gaps between PP and nonPP students (8.2% compared to 4.5% respectively).	2
Use of teachers and senior leaders to make regular contact with PP students relating to afterschool intervention and general attendance.	DfE figures for 2018/2019 indicate absence gaps between PP and nonPP students (8.2% compared to 4.5% respectively).	1, 3, 4
Proportional use of funding to support number of pastoral managers, welfare and safeguarding capacity.	The EEF toolkit indicates a +4 month gain for interventions around social and emotional learning.	2, 5, 6
Proportional contribution to rewards to encourage engagement, attainment, and progress.	The EEF toolkit indicates a +4 month gain for interventions designed to change behaviour.	1, 2, 5
Proportional use of funding for CEIAG advice.	The EEF find a correlation between aspirations and attainment.	4

Total budgeted cost: £316,160

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

1. Attainment and Progress – Key Stage 4 performance data

Category	2024
Number of disadvantaged students included in the P8 score	46
Progress 8 Score for disadvantaged pupils	-1.24
Disadvantaged - English	-1.02
Disadvantaged – Maths	-1.03
Disadvantaged – Ebacc	-1.38
Disadvantaged - Open	-1.42

Group	Attendance	Av P8 Score
All Students	69.3%	-1.24
Students above whole school attendance (86.3%)	91.3%	-0.05
Students below whole school attendance (86.3%)	59.2%	-1.81

Attendance figures for students who actively engaged with school had a positive impact on school outcomes.

2. Attendance
Attendance to school hindered the progress of disadvantaged students in all years in 2022/23, with greater levels of absence correlating with age. The cumulative attendance for disadvantaged students in 23-24 was 78.4% and the cumulative PA was 68.9%%. The investment in supporting the pastoral teams and the attendance teams is designed to give all students strong support in attending school. There is now a comprehensive rewards system in place aim to further encourage attendance.

3. Literacy
Literacy intervention through use of tutors, teaching assistants and small group support sessions reduced the number of students below chronological age by 7% throughout the 2023-24 academic year. The introduction of the Sparx reader programme for pupils in year 7 and 8 has now begun to provide personalised work for each pupil at an earlier stage to support literacy from KS3 into KS4.

4. Raising aspirations and widening access to opportunities
Students are engaging in a new enrichment programme with an increase of 73% in 2023-24 over the previous year.

5. Behaviour and Attitudes
The behaviour system is strongly embedded which has demonstrated the impact of the increased behavioural support strategies. In the summer term 2024 the number of suspensions highlighted a reduction by 42% over summer 2023. This pattern was

seen also in the number of reflection referrals by 42% and a reduction in truancy by 74%.

6. Student Welfare
The PSHE programme has supported PP students in understanding themselves at various stages of school and life. Their engagement and understanding of this has been highlighted through a reduction in bullying incidents by 30% and negligible incidents relating to racism, homophobia or harmful sexual behaviours.

Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning
Maths Watch	MathsWatch
Reading Cloud	ParentPay Group
Massolit	Massolit
Viva & Dynamo ActiveLearn	Pearson Schools
Testbase	Testbase
Sparx Maths	Sparx
Sparx Reader	Sparx
Sparx Science	Sparx