

# Pupil premium strategy statement – Ash Grove 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	114
Proportion (%) of pupil premium eligible pupils	70 (62%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 27
Date this statement was published	19.12.24
Date on which it will be reviewed	19.12.25
Statement authorised by	Dave Herbert
Pupil premium lead	Dave Herbert
Governor / Trustee lead	Vernon Shaw

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£75, 020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£75, 020

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points), particularly in terms of:

- Academic attainment
- Behaviour for Learning
- Communication
- Cognitive development
- Pupil wellbeing
- Social opportunities

Our approach focuses on relationships and readiness for learning alongside good quality teaching and pastoral support which targets areas that dis-advantaged pupils require most.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with a wellbeing offer and emotionally informed approach to support them develop pro social behaviours by understanding, regulating their thoughts and emotions. Pupils are supported to develop wellbeing strategies and self-regulation skills to enable them to engage in learning and to access the community calmly and safely.

Our strategy will be driven by the needs and strengths of each young person. The evidence base for this will be summative and qualitative assessments, behaviour and reward data, case studies and EHCP reviews. The measure of impact will centre on achieving aspirational outcomes for all disadvantaged pupils including accreditation in line with their peers. This will help us to ensure that we offer them the relevant skills and experience they require.

## Challenges

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

Challenge number	Detail of challenge
1	Our attainment data shows that disadvantaged pupils achieve less qualifications than their peers. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress tends to be lower in most subjects compared to non-disadvantaged pupils.
2	A significant number of pupils have experienced adverse childhood experiences. This impacts their emotional wellbeing and ability to self-regulate leading to engagement needs that have an impacted on their readiness for learning.
3	Our disadvantaged pupils generally have fewer opportunities to develop socially and to engage in physical activity outside of the school. Some pupils eligible for pupil premium have limited social opportunities and they cannot take part in enrichment activities.

## 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
Improved attainment for disadvantaged pupils in all maths and English relative to their starting points as identified through baseline assessments and progress meetings.	Progress and attainment in English and maths in line with their peers. All disadvantaged year 11 pupils to achieve their target accreditation.
Pupils can use/engage with a range of self-regulation and wellbeing strategies in order to develop pro-social behaviours.	Pupils identified as SEMH or with complex and challenging behaviour to meet their achievement and progress targeted outcomes. All pupils to engage with their individual engagement plan, the wellbeing offer in the

	curriculum and the school rewards in line with the behaviour policy.
Pupils to have access to enrichment and enhanced provision opportunities.	All pupils provided equal opportunities to access extended school provisions, offsite learning opportunities and educational visits to enhance the curriculum. Evidenced through case studies and conversations with pupils and their families.

## 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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Pastoral Support funded to deliver Behaviour for Learning intervention and pastoral tracking.</i>	Extensive research demonstrates that effective pastoral provision within schools is essential to help break down barriers to pupil engagement and success. The pastoral team will focus on tracking engagement, providing a programme of intervention and support.	2
<i>Training in and the development of the new school Wellbeing curriculum in line with Mental Health Support Team</i>	The development of the wellbeing curriculum in line with the MHST is part of a national project aimed at supporting the early intervention of emerging mental health concerns.	1, 2
Additional training in specialist areas of pupil wellbeing including mental health 1 <sup>st</sup> aid training.	Mental Health First Aid training has positive effects on teachers' mental health knowledge, attitudes, confidence, and their approach to supporting pupils.	2

Trauma informed training provided for staff, facilitated by trauma informed practitioner.	Research identifies that trauma informed approaches can significantly impact pupil engagement.	2
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2015

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Literacy, numeracy and pastoral resource and intervention sessions funded to provide programmes of support</i>	<p><b>Literacy</b> Lexia supports pupils of all ages and abilities in literacy skills development</p> <p><b>Numeracy</b> Learning by Questions improves education with a pedagogy based on timely feedback and intervention</p> <p><b>Pastoral</b> Talkabout is a structured programme for teaching and measuring social skills</p>	1, 2

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

Budgeted cost: £40,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Offsite health and fitness and preparation for adulthood sessions provided.</i>	Extending the school day and offering physical sessions as well as prep for adulthood sessions has a positive impact on pupils behaviour for learning, engagement in school, personal wellbeing and mental health.	3
<i>Youth Worker Support funded to deliver Behaviour for Learning intervention and pastoral tracking.</i>	Extensive research demonstrates that effective pastoral provision within schools is essential to help break down barriers to pupil engagement and success. The pastoral team will focus on tracking engagement, providing a programme of intervention and support.	1, 2, 3
<i>Taxi fares are subsidised for disadvantaged students to ensure they attend school on a regular basis.</i>	Attendance of pupils has reduced since school has moved sites to an area of Bury that does not have a metrolink station. Providing taxis for families will increase their attendance, readiness for learning and engagement.	1, 2
<i>Provision of readiness for learning, enrichment and reward activities.</i>	Evidence suggests that rewards serve as positive reinforcement for a desired behaviours. Enrichment and opportunities to regulate behaviour mean that pupils are more likely to engage positively in their learning.	1, 2, 3

**Total budgeted cost: £ 65,715**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

<p><b>Improved Engagement:</b></p> <ul style="list-style-type: none"><li>- Safeguarding Audit 23 highlighted students felt safe at the school and had good relationships with staff. 7.8% increase in attendance from 22-23 to 23-24.</li></ul>
<p><b>Improved Pupil Behaviour:</b></p> <ul style="list-style-type: none"><li>- Suspensions 9.7% compared to National Average 257.8%.</li></ul>
<p><b>Improved Accreditation:</b></p> <ul style="list-style-type: none"><li>- Students targeted for Maths and English GCSE qualification in year 23-24. 48% of students achieved this.</li><li>- A wider range of qualifications were offered, including Health and Development, PSHE and Food Technology.</li><li>- This increase in the range of qualifications offered resulted in an increase in the number of pupils achieving Entry Level qualifications.</li></ul>
<p><b>Improved attendance</b></p> <ul style="list-style-type: none"><li>- Attendance decreased by 10.6% Extenuating factors involved in this: moving school sites, closing provision over health and safety concerns and limitations of the new school building only allowing for part time timetables for some pupils.</li></ul>
<p><b>Improved reading ages</b></p> <ul style="list-style-type: none"><li>- Through targeted reading intervention 87% of pupils made better than expected progress in their reading age.</li><li>- Drop Everything and Read sessions set up within the curriculum and increased exposure to reading material throughout the curriculum. Vocab tasks woven into the starts of each lesson, with clear staff training on this.</li></ul>

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.*