Pupil Premium Summary Evaluation 2019/20

Pupil Premium Grant (PPG) provides funding for two policies within schools:

• raising the attainment of disadvantaged pupils of all abilities to reach their potential

• supporting children and young people with parents in the regular armed forces

Currently Ashley High has no students in the second category.

Rates for eligible pupils

| **Disadvantaged pupils** | **Pupil premium per pupil** |
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| Pupils in years 7 to 11 recorded as Ever 6 or FSM (free school meals) | £935 |
| Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority | £2,300 |
| Children who have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order | £2,300 |

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|  **Summary Information for Ashley High School** |
| **Academic Year** | 2019-20 | **Total PPG budget (inc PP+ funding)** | £36,820 | **Total PPG budget (not including PP+ funding)** | £34,520 |
| **Total number of pupils (Y7-11)** | 78 | **% of pupils eligible****(including LAC/ Post LAC)** | 45% | **Date of most recent PP review** | Sept 2020 |
| **Total number of pupils eligible for PPG (- LAC/Post LAC)** | 32 | **Number of LAC/ Post LAC pupils** | 3 | **Date for next internal review of this strategy** | N/A |

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| **Current Attainment** | **Overall Aim** |
| All students have an EHC plan. A large majority of students are working below age related expectations. In general Ashley High PP pupils achieve the same or better than their non PP peers. | The targeted use of PPG will support us in achieving our personalised pupil offer for disadvantaged pupils. The strategic use of PPG will facilitate this group of pupils achieving their full potential. |
| **Main barriers to future attainment (for pupils eligible for PP)** |
| A. | Mental health, self-esteem, attachment, sensory, anxiety issues |
| B. | Emotional needs, ASC related behaviours (including sensory issues), anger management, anxiety  |
| C. | Speech and language, social communication and interaction difficulties  |
| D. | Some PP pupils working below age related expectations |
| E. | Lack of enrichment experiences |

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| **Projected Spend for 2019/20** |
| **PP Strategy ref:** | **Pupil Premium Forecast Spend** | **Pupil Premium Actual Spend** | **Action/Approach** | **Target Groups**  | **Success Criteria/Evidence of Impact measures** |
| A/B | £10,500 | £14,575 | **Counsellor/Reiki Therapist** employed two days per week | 1-1 counselling sessions for the more vulnerable PP pupils.  | Weekly 1-1 counselling sessions with a trained counsellor/reiki therapist via the school’s internal referral system have led to reduced anxiety levels for our more vulnerable pupils. Also improved emotional wellbeing, learning of self-management techniques, behaviour, self-esteem, resilience and ability to learn. Support through adolescence has also been a key area of support. Counsellor has attended Parents’ evenings and now offers wider support to families. Progress reports available for individual PP pupils. During lockdown weekly phone call support sessions were delivered and continued for some pupils during summer holidays. **CORE SKILLS: Collaboration and Communication, Personal Development.** |
| A/B | £10,500 | £10,915 | **Occupational Therapist** for one day per week | 1-1 and class OT support | OT specialising in sensory needs has worked with pupils using the ALERT programme (How does you engine run?). Full sensory assessments have been carried out with all year 7s and with other identified pupils to inform areas of need in relation to sensory irregulation and/or disfunction. Impact has been measured on an individual basis through evaluation of the use of effective resources and strategies. Students have shown improved ability to regulate and manage their own emotions and sensory needs independently. During lockdown and summer holidays, weekly phone support sessions and resources have been provided for some pupils. **CORE SKILLS: Personal development** |
| A/B | £2000 | £2000 | Towards the cost of **Emotion Support/Family Link role, resources and training** | All PP pupils with high anxiety levels (often ASC related) in need of emotional support. Parents in need of support at home  | Emotion coaching sessions have delivered personalised programmes which have helped to reduce ASC related anxieties and improve individual pupil’s ability to manage own emotions, anger and behaviour. Support for pupils and families throughout lockdown including doorstep home visits and provision of personalised resources (eg Art Therapy materials). Role widened in supporting families especially during lockdown. **CORE SKILLS: Collaboration and Communication, Personal Development** |
| C | £6968 | £4449 | **Speech and Language Therapist** employed for two days per week | All PP pupils with identified Speech, Language and Communication needs (SLCN) | All Year 7 pupils were screened as part of initial baselines which informed planning for personalised support sessions. Joint working between SALT specialist and HLTA has enabled SALT pupils to develop ability and more confidence in using social filters, initiating conversations, speaking in groups and in 1-1 situations. Anger management strategies and personalised social stories implemented with positive impact. SALT support sessions ceased in March due to illness and lockdown. **CORE SKILLS: Collaboration and Communication, Personal Development** |
| D | £1350 | £1350 | **Numeracy Intervention** **/Staff CPD** | All PP pupils identified as underachieving in Numeracy/Maths | Three staff members are now fully trained to deliver Catch Up Numeracy intervention. This will be cascaded to other staff during the Autumn term when the intervention will be rolled out with identified pupils. Delay in training up of staff due to lockdown.**CORE SKILLS: Collaboration and Communication, Personal Development** |
| E | £1702 | £500 | **After School /Off site activities** (including Everton Football Club, Residential,Educational visits**)** | All pupils receiving PP, Equality of opportunity, Gifted and talented pupils (football) | All pupils involved have benefitted from developing team work skills, sportsmanship, raised self-esteem and improved confidence. They have had opportunities to represent the school at tournament level and foster positive community links. Pupil’s taking part in competitive fixtures has helped to promote resilience, independence and has created extended friendships outside of the school environment. There has been equality of opportunity (boys and girls taking part).No residential trips took place due to lockdown. **CORE SKILLS: Collaboration and Communication, Citizenship, Student Leadership and Personal Development.** |
| E | £1500 | £1347 | Towards the cost of **Music Specialist** teacher for one day per week, including 1-1 tuition  | For all Y7- 9 PP pupils Access to 1:1 lunchtime tuition sessions, gifted and talented. Small group sessions including PP pupils | Development of music skills for groups of pupils and G&T individuals (acoustic/electric/bass guitar and keyboard). These sessions have also had a positive impact for individuals in terms of raised self-esteem, improved engagement and behaviour. Pupil engagement with wider range of musical instruments, musical genres and composition. Development of pupils’ ability to work in groups and develop independence skills in setting up and putting away equipment. Portfolio of visual evidence available including pupil voice.**CORE SKILLS: Collaboration and Communication, Creativity and Imagination, Personal Development** |
| 2018-19 | **£34,520** | £34, 636 |  |  |  |
| **PLEASE NOTE**: Pupil Premium is only one funding grant. **All** pupils are well supported through other grants/school budget share. |