



ASH LEA

Working together to be
the best that we can be

Ash Lea School - Pupil Premium Impact 2019-20

School	Ash Lea School
Number of pupils eligible for PP	32
Total Budget	£31,840

Outcomes	Success Criteria	RAG
Increase emotional well-being and mental health of pupils to support readiness for learning and reduce behaviour incidents (Objective 2)	Reduction in behaviour incidents over the year in comparison to last year	
Ensure that progress in outcomes for individual students is good or better using interventions, activities and resources. (Objective 1)	All PP students make good or better progress in their outcomes	
Ensure that PP student are able to access a wide range of social and cultural activities in line with their peers to support development of emotional well-being in pupils. (Objective 2)	All PP students are given the opportunity to access cultural and social opportunities they are currently not	
Further develop interventions Switch-On/Catch-Up to support outcomes for Literacy and Numeracy (Objective 1)	Increased progress in Literacy and Numeracy	

Intent	Implementation	Impact	RAG
ELSA – Increase the ELSA time to a full day to enable the ELSA to give more individual students 1:1 time. This will further support the emotional resilience of our learners and support readiness for learning in class.	<ul style="list-style-type: none"> Full day per week of timetabled ELSA. Interventions led by LS Supervision days for ELSA. Consider another ELSA worker in school to increase time with students. 	<p>9 pupils have received 1:1 time with school ELSA. This has impacted on both pupil well-being and IEP targets related to mental health and behaviour.</p> <p>An additional ELSA has been appointed and completed training in November 2020. This was delayed due to Covid19.</p> <p>Evidence: ELSA report 19-20 Pupil IEP Outcomes</p>	
Residential – Ensure that PP students have the same opportunity as non-PP to access social opportunities in school and opportunity to increase cultural capital	<ul style="list-style-type: none"> All PP students eligible (end of Key Stage) offered financial support to access school residential at end of year 	School Residentials have been cancelled this year due to COVID-19. This will be carried over for the following year.	
Increase opportunity for cultural capital for all PP students	<ul style="list-style-type: none"> Theatre trips – Ensure that PP students are given the opportunity to access arts in the community 	All PP pupils were able to access a performance of the Pantomime in January 2020.	
After School Club – Increased opportunity	<ul style="list-style-type: none"> Where space is available offer PP 	A number of pupils have accessed after-school clubs this year who	



<p>for PP students to access social opportunities in line with their peers.</p>	<p>student's afterschool club places for who do not otherwise access social opportunity's outside of the school day</p>	<p>otherwise would have been unable. This has included our usual weekly clubs and also specialist provision for pupils who were unable to access these. This has provided opportunity for social activities with peers. It has also provided respite for parents who otherwise did not access it.</p>	
<p>Staff Training – Support staff training for supporting children who have experienced trauma. Individual staff training for working with students in their class based on class need.</p>	<ul style="list-style-type: none"> • Whole staff training on supporting students who have experienced trauma • Individual class staff training to support needs of individual pupils 	<p>Teachers have attended training for specific needs in their classes which has improved understanding of teaching pedagogy for those pupils. Whole staff training on the effects of childhood trauma on behaviour has given a better understanding on strategies used to support pupil's mental health and behaviour. This has been evident in the reduction in incidents and improved readiness to learn of pupils Evidence: Behaviour Report 19-20 Pupil IEP Outcomes</p>	
<p>OT Consumables– Increase opportunity for the OT to work in groups and 1:1 with those children identified to increase emotional regulation. This will have an impact on readiness to learn in the classroom.</p>	<ul style="list-style-type: none"> • Weekly group OT sessions • Weekly Individual OT sessions • 2 timetabled days 	<p>Resources have supported weekly OT session with 22 pupils. This has included weekly 1:1 and group sessions. Through IEP targets these sessions have developed pupil well-being, emotional literacy, regulation and readiness to learn. Evidence: OT Report 19-20 Pupil IEP Outcomes Behaviour Report 19-20</p>	
<p>Individual Resources to directly support individual targets in class. This maybe physical resources needed to work towards outcomes, staffing costs to support activities or training for staff. These are linked to IEP and EHCP outcomes.</p>	<ul style="list-style-type: none"> • Additional staffing for community access • Resources for classroom interventions • Resources to support accredited courses • Staff training • Software to support communication and writing 	<p>All PP pupils have received individual resources to support their learning and outcomes. This has been directed by the class teacher to support individual outcomes. This has included specialist teachers, IT equipment, communication equipment and additional staff to support offsite activities. This has directly impacted IEP outcomes and access to individually tailored learning opportunities. Evidence: Individual PP Request/Impact Individual IEP Outcomes</p>	
<p>Dedicated staff to support Catch-Up Numeracy and Switch-On Reading</p>	<ul style="list-style-type: none"> • Additional staff to support the interventions with timetabled weekly 1:1 support for students 	<p>Although this had been planned to begin in April 2020 it has been postponed due to COVID-19. Re-planned for Sept 2020.</p>	