

Pupil premium strategy statement 2021-22

School overview

Metric	Data
School name	Ash Lea School
Pupils in school	97
Proportion of disadvantaged pupils	39%
Pupil premium allocation this academic year	£41,575 (projected) + £14,630 (carry forward)
Academic year or years covered by statement	2021-2022
Publish date	01.09.2021
Review date	01.07.2022
Statement authorised by	Kate Davies
Pupil premium lead	Luke Skillington
Governor lead	Jane Cooper

Disadvantaged pupil barriers to success

Staff knowledge and understanding
Individual pupils Special Educational Needs
Pupil regulation, behaviour and mental well-being

Strategy aims for disadvantaged pupils - academic achievement

Aim	Evidence of impact	Target date
All pupils continue to make at least good progress in their Individual Education Plan	Teacher assessment and recorded evidence. End of year attainment.	July 2022
All pupils have the individual resources needed to access the curriculum	Teacher assessment and recorded evidence End of year attainment.	July 2022
All pupils have their individual needs met by all teaching staff	All pupils are supported to access the curriculum. Academic and Social outcomes are met.	July 2022

Strategy aims for disadvantaged pupils – wider outcomes (e.g. independence)

Aim	Evidence of impact	Target date
Continue to improve behaviour and mental well-being of all pupils	Reduction in behaviour related incidents. Increased class engagement. ELSA led outcomes.	July 2022
All pupils are able to access extra-curricular activities and residential visits (where appropriate)	All pupil access wider school opportunities.	July 2022

Teaching priorities for current academic year

Measure	Activity
Priority 1	Develop the knowledge of all staff in a relational approach to behaviour. Increase the understanding of how self-regulation and metacognition for pupils can affect and improve learning (Staff training)
Priority 2	Develop pedagogy targeting individual pupil needs (Teacher CPD)
Barriers to learning these priorities address	Teaching staff knowledge and understanding of specific children. Individual pupils Special Educational Needs. Pupil regulation, behaviour and mental well-being.
Projected spending	£7994

Targeted academic support for current academic year

Measure	Activity
Priority 1	Ensure eligible pupils access appropriate one-to-one support in targeted areas (Intervention Teacher/OT)
Priority 2	Ensure all pupils have individual resources that enable them to access the curriculum
Barriers to learning these priorities address	Teaching staff knowledge and understanding. Individual pupils Special Educational Needs. Pupil regulation, behaviour and mental well-being.
Projected spending	£32,200

Wider strategies for current academic year

Measure	Activity
Priority 1	All eligible pupils are able to access a residential activity
Priority 2	Build the skills and capacity of classroom teachers to embed creative learning within the culture of school
Barriers to learning these priorities address	Pupil regulation, behaviour and mental well-being. Suitable access for cultural events.
Projected spending	£12,500

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring teachers are given time to access professional development.	Ensure that cover is budgeted into any request for CPD.
Targeted support	Ensuring there is time available in the class timetable for pupils to access individual sessions.	Classes ensuring individual timetables and targets are SMART.
Wider strategies	Activities are accessible for all pupils.	Ensure teachers are consulted regarding suitable activities for the pupils in their class.

Review: last year's aims and outcomes

Aim	Outcome
Teachers have a clearer vision of their role with clear outcomes and accountability for their areas of responsibility.	Most (10/11) teachers have a deeper understanding of school improvement and how to ensure a culture of accountability across school, particularly within their class teams.
Pupils make increased progress in core areas through individual interventions.	90.8% of pupils made good or outstanding progress in their IEP targets 2.4% Exceeded the outcomes of their IEP targets
Pupils have access to resources that enable them to access the curriculum.	Pupils have been provided with resources to support their outcomes. This has included additional staffing, staff CPD, specific resources and equipment during school closure to enable pupils to access online learning.