

De Aston School Pupil Premium Strategy Statement 2017-18

The government has provided additional funding to schools to support young people from disadvantaged groups. All schools receive an allocation of funding based upon the proportion of students meeting the criteria set by the government. This funding is known as Pupil Premium (PP) money and eligibility is dependent upon the number of students who:

- are Looked After Children
- are children who have been adopted from care
- are currently able to claim FSM
- have claimed FSM in the last 6 years

It is for schools to decide how the Pupil Premium allocation should be spent since they are best placed to assess what additional provision should be made for the individual learners within their responsibility. The aim of this additional funding is to diminish differences in progress and attainment between children from disadvantaged circumstances and those above the low-income threshold – it is not linked to a specific child but is to be used for overall impact.

1. Summary information					
Academic Year	2017/18	Total PP budget	£203,865	Date for next internal review of this strategy	Jan 2018
Total number of pupils	953	Number of pupils eligible for PP	291		

2. Current attainment*		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
KS4	% 9 to 4 in mathematics 41% % 9 to 4 in EBACC English 44%	Not yet available
KS5	Average point score per A level entry 33.33 Average grade per A level entry C+ L2 English and maths progress measure Average progress in English 1.00 Average progress in maths 0.25	Not yet available

*Please note there is **no** National data available to schools on the performance of the non PP group. Therefore the above is based on either the provisional data or our own internal analysis.

September 2017

3. Barriers to future attainment (for learners eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Analysis of outcomes and school held data indicates progress made by the most able disadvantaged learners should be a focus for 2017/8
B.	Motivational issues for a small group of Year 10 pupils (mostly eligible for PP) is having detrimental effect on their academic progress and that of their peers
C.	Higher level content of new GCSE specifications is likely to impact on progress/results of PP students in Year 11
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for learners eligible for FSM are 94.6% (below the target for all children of 96%.) This reduces their school hours and causes them to fall behind on average.

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	High levels of progress made by most able disadvantaged learners	Pupils eligible for PP identified as high attaining from KS2 levels / raw scores make as much progress as 'other' pupils identified as high attaining. Where they are not, departments are putting in place wave interventions, monitored by heads of departments (HOD) and senior team.
B.	Motivational issues of Year 10 learners addressed	Increase in positive rewards points and fewer negative incidents recorded for these pupils on the school system – Classcharts (without changing recording practices or standards).

C.	Increased attendance of targeted disadvantaged Year 11 learners at out of hours/lunch sessions	Attendance at sessions increases Positive Attainment 8/Progress 8 scores
D.	Increased attendance rates for learners eligible for PP.	Learners to maintain an attendance of 96% in line with the national average for non-disadvantaged learners

5. Planned strategy					
Academic year		2016/17			
Using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
High levels of progress made by most able disadvantaged learners Increased attendance rates of PP learners	Whole school improvement priority – a focus on the progress of the most able learners. Whole school lead will raise the profile of this group of learners Embedding of a ‘growth mind-set’ culture across the school, promoting the belief that the ability to learn is not fixed, that it can change with your effort – develops resilient learners who are more likely to persevere when they fail and who aspire to succeed.	We want to invest some of the PP budget in longer term change which will help all pupils. Whole school INSET planned around strategies for this group of learners We want to invest some of the PP in longer term change which will help all pupils. Many different evidence sources suggest Carol Dweck’s ‘growth mind-set’ approach We can’t improve attainment/progress for learners if they are not attending school – investing in developing resilience for all will help raise attendance of PP students.	Use INSET carousel to deliver training Teach Meet Lesson observations	SLT lead Attendance officer ISO	Review reports taken to all calendared Governors’ Academic Standards meetings
Total budgeted cost					£3000

ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Motivational issues in Year 10 addressed	Identify a targeted intervention for identified students.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or issues can be effective, especially for older pupils.	Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor class charts Monitor whether improvements in motivation translate into improved attainment.	SLT lead HOY	Review reports taken to all calendared Governors' Academic Standards meetings
Increased attendance rates of PP learners	Catch up programme established for learners with high absence rate Use the school rewards systems to ensure good attendance	We can't improve attainment/progress for learners if they are not completing work due to absence We can't improve attainment/progress for learners if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Data tracking of these students to show impact of the programme. Students to have specific targets such as maintaining an attendance of 96% in line with the national average for non-disadvantaged students. Individual action plans to be drawn up with students and reviews held with HOY/SF/JC	HOY	Review reports taken to all calendared Governors' Academic Standards meetings
High levels of progress made by most able disadvantaged learners	Identify a targeted intervention for most able disadvantaged learners	We want to provide extra support to maintain high levels of progress. Small group interventions with highly qualified staff are known to be effective. We want to combine this additional provision with some 'aspiration' interventions.	Data tracking of these students to show impact of the programme using PU data and SIMS	SLT lead ISO	Review reports taken to all calendared Governors' Academic Standards meetings

Increased attendance of targeted disadvantaged Year 11 learners at out of hours/lunch sessions	Targeted invites for departmental support to those disadvantaged learners identified as making low progress	Engagement with support by disadvantaged learners was mixed last year; there will be an increased drive to ensure that all disadvantaged students have access to some support during or after the school day.	Tracking of disadvantaged learners' engagement with support, following up students who aren't using support but need to.	HOY	Review reports taken to all calendared Governors' Academic Standards meetings
Total budgeted cost					£8000
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Increased attendance rates	First day response provision.	We can't improve attainment/progress for learners if they are not attending school. NFER briefing for school leaders identifies addressing attendance as a key step.	Attendance and progress discussed at weekly meeting between Attendance Officer and HOY Letters about attendance and support worker to conduct home visits when necessary to discuss attendance with parents / guardian and explore barriers.	HOY SLT lead Attendance officer	Review reports taken to all calendared Governors' Academic Standards meetings
Increased attendance rates	Education Welfare Officer employed by the school	Learners will attend the vast majority of lessons and will be targeted for catch up work, therefore they are more likely to make good progress. Logically this is a key determining factor in outcomes for these students.	Thorough briefing of EWO about existing absence issues. Ensure that the legal systems that are in place to challenge low attendance are used effectively	EWO HOY SLT lead Attendance officer	Review reports taken to all calendared Governors' Academic Standards meetings

Motivational issues in Year 10 addressed	Careers Advisor employed by the school. This targeted group will receive priority careers interview at start of Year 10 and follow up sessions with specialist staff	We will improve attainment/progress for learners more successfully if they are motivated and have a clear post 16 plan/aspiration. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or motivational issues can be effective, especially for older pupils. We want to combine this additional provision with some 'aspiration' interventions such as talks from successful former pupils	Ensure identification of pupils is fair, transparent and properly recorded. Use support worker to engage with parents before intervention begins. Monitor Classcharts Monitor whether improvements in motivation translate into improved attainment.	Careers Advisor HOY SLT	Review reports taken to all calendared Governors' Academic Standards meetings
Total budgeted cost					£12000

6.Review of expenditure				
Previous Academic Year				
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
High levels of progress in literacy and numeracy for Year 7 learners eligible for PP. High levels of progress in Mathematics for disadvantaged learners	Whole School numeracy strategy Whole school literacy strategy Embedding of a 'growth mind-set' culture across the school	Mixed. The numeracy software that was purchased was made use of primarily through use of the maths computer room to differentiate tasks for PP students within the context of mixed ability groups. PP students started with a numerical age 1.7 years behind their chronological age compared to the cohort which was 1.1 years behind. PP students started with a rate of 24% "below" at the first PU, this has improved to 16% by the end of the year. Another strategy that has proved popular with Y7s is the Numeracy Ninja tasks in morning registration once every fortnight.	Whilst the Numeracy Ninja tasks proved popular there is not often the time or expertise to address skill gaps with PP students. This strategy is to continue for all Y7s in the next academic year to provide practice of the basics, but also to be reinforced and skills drilled down into during lessons for all KS3 classes as they will undertake a weekly Numeracy Ninja task in maths lessons too.	£2000

		<p><i>Mixed:</i> whole school literacy starters have been rolled out into tutor sessions once a fortnight. Year 7 students with low reading ages were also targeted by sixth form reading support. <i>Success criteria:</i> not fully met but the approach shows promise. Teachers are now in the routine of delivering literacy sessions in tutor times. The Year 7 reading mentor program has been successful with pupil and parent voice praising the impact on their reading. Year 7 reading ages will determine progress in September.</p> <p>Partial. Basic numeracy software purchased was used with the weakest PP learners in a targeted way in registration and with weaker PP students in class too and during booster sessions after school too. Approach showed that students targeted in registration made, on average, 0.42 grades of progress from the mock compared to the whole cohort average of 0.32. The average number of grades progress from the mock for all PP learners was 0.17. However, Progress 8 data shows that PP students did not make expected progress: those targeted were at -0.88, PP were at -0.79 and the whole cohort was at -0.65.</p>	<p>We will continue this approach and HOY will continue to monitor in tutor time. All students with low reading ages will continue with sixth form support as well as additional SEN support for those with reading ages of under 8.</p> <p>The software proved useful for those who lacked the most basic skills, however, a larger target group is needed to address more PP students. Approach needs to be implemented across more year groups to fill skills gaps sooner.</p>	
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
High levels of progress in literacy at KS3	Small group provision incorporating Precision teaching	<p><i>Mixed:</i> whole school literacy starters have been rolled out into tutor sessions once a fortnight. Literacy lessons ran separately for some year groups.</p> <p><i>Success criteria:</i> not fully met but the approach shows promise. Teachers are now in the routine of delivering literacy sessions in tutor times. Literacy lessons are no longer on the timetable next year but the English Department will continue to deliver them in English curriculum time as they have been successful in terms of seeing progression in literacy skills.</p>	Literacy lessons will continue to be built in to Yr7-10 schemes of work to improve levels of literacy. Furthermore, homework booklets from September will also address literacy, particularly extending vocabulary based on students' work in KS2	£14,214

<p>Improved completion of homework by learners eligible for PP</p>	<p>Employment of a designated member of staff who will actively target disadvantaged learners who are not completing homework</p>	<p>High: observed increased progress amongst participating children. SIMS data indicates a definite correlation between the students attending Homework Club regularly, and instances of them missing homework tasks declining.</p>	<p>We will continue next year.</p>	
<p>High levels of progress for the most able disadvantaged learners</p>	<p>Identify a targeted intervention for most able disadvantaged learners</p>	<p><i>Mixed:</i> June data indicated disadvantaged learners Y7-9 were making sig. pos. progress across all subjects. In Y9 most able disadvantaged students are on track/above, although progress is affected by impact of 1 student with complex needs/long term absence. Year 10: DEC progress 8 + 0.22 MAR progress 8 + 0.78 JUN progress 8 +0.59 Most able disadvantaged students (6) are a concern. A programme of specialised intervention is underway in APR with key students – currently focusing on Science, History, BTEC Business and Sociology. Y11 outcomes for most able disadvantaged affected by the impact of 1 student with complex needs who joined school in September of Y11 Year 13 outcomes: disadvantaged students out-performed the non-disadvantaged group</p> <p>Success criteria: not fully met but targeted approach shows promise</p>	<p>We will continue next year. We will continue to add to our strategies and interventions in this area. It continues to be a priority.</p>	

iii. Other approaches				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increased attendance rates	First day response provision. Education Welfare Officer employed by the school Employment of a designated member of staff who will actively target disadvantaged learners who are poor attenders	Medium-low: positive impact for students who engaged in the process but many did not. Success criteria: not met.	We will continue this approach as we believe that the students who were engaged in the process made progress and improved their attendance. Next year, we will continue to add to our strategies and interventions in this area. It continues to be a priority.	£11,140
Behavioural/ motivational issues of Year 11 addressed	Motivational visits to colleges/university Careers Advisor employed by the school. This targeted group will receive priority careers interview at start of Year 11 and follow up sessions with specialist staff	Medium-low: positive impact for students who attended and engaged in the process but many did not. Success criteria: not met.	We will continue this approach as we believe that the students who were engaged in the process made progress and will sustain their destinations. Next year we will try to provide more intensive in school support beginning in Year 10, with greater parental engagement to encourage attendance. New approaches to increasing motivation will also be adopted.	

7.Additional detail

The school uses this money to support systems and processes which ensure the continued progress and academic achievement for our students. The school offers a range of programmes, projects and initiatives which support the engagement and involvement of disadvantaged students. Specific examples of such expenditure, which may or may not have already been referred to in the sections above, include:

- Out of hours classes
- the funding of intervention officers to support vulnerable students identified as underachieving
- the part funding of a designated member of staff who will actively target disadvantaged learners who are not completing homework. This member of staff will work outside school hours to offer opportunities for homework catch up after school
- music lessons and the funding or part funding of trips and visits to prevent social exclusion
- provision of uniform
- equipment
- study guides
- PE kit funding
- Careers Advisor employed by the school.
- funding of materials in technology to facilitate inclusion
- funding of breakfast club to ensure a nutritious start for vulnerable children
- revision programmes and study skills to maximise achievement and behaviour
- pastoral support to help young people cope with the social requirements of school.
- investment in literacy support to focus on the reading skills of the Pupil Premium group
- investing more heavily in careers advice for this group, in order to raise their aspirations
- investment in professional counselling to be made available to this group
- to further broaden our extra-curricular offer to better engage this group in school life
- to support transport costs in order to ensure attendance at Saturday/ out of hours' lessons.
- to fund a range of visits across all year groups intended to raise aspirations
- to part fund team building activities in Year 11
- to provide additional support and guidance during the trial exams for Year 11
- to part fund additional resources provided as part of Year 11 Intervention Evening
- the provision of additional reward schemes for targeted students - particularly those in Year 11
- to part fund the school rewards systems to encourage and motivate disadvantaged students, specifically to ensure good attendance. Students to have specific targets such as maintaining an attendance of 96% in line with the national average for non-disadvantaged students, attending out of hours sessions and attending lunchtime catch up sessions
- to part fund the school rewards systems to encourage and motivate disadvantaged students to attend the out of hours provision such as Saturday sessions
- to part fund the school rewards systems to encourage and motivate disadvantaged students to complete homework
- to part fund the employment of the Intervention Support Officers who will actively target the progress of disadvantaged students as a priority in lessons and in additional sessions.

Pupil Premium funding for the coming year will be used in part to support and continue the successful initiatives and interventions outlined above.

Total budgeted cost	£180,865
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