

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Aylestone School
Number of pupils in school	429
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019/2020 – 2021/2022
Date this statement was published	September 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Sian Alderton
Pupil premium lead	Alan Christopher
Governor / Trustee lead	Amy Henry

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108 845
Recovery premium funding allocation this academic year	£18 125
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£126 970

# Part A: Pupil premium strategy plan

## Statement of intent

### Challenges

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

Challenge number	Detail of challenge
1	Attainment and progress gap compared to non-disadvantaged students
2	Independent learning in the face of variable support outside school
3	Lower aspirations and recognising their own possibilities
4	Attendance for disadvantaged students lower than others

### 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
Attainment 8 gap between disadvantaged and others	A8 gap reduced to -0.5 in 2022
Students become better learners and make expected or better progress	P8 to be zero or positive; Pupil work in books at school and home show that their work is planned appropriately, recorded clearly, implemented and evaluated effectively
Widening the outlook and aspirations of students	NEET figures are better than National; 95% of Year 11 in 2022 know the career paths they wish to follow, and the next steps; In surveys, 90% indicate that they enjoy school and have a positive sense of their future.
Disadvantaged students attend school more regularly	Continue upward trend in attendance for PP students (2020/21 Sep–Dec 93.35%, Mar–Jul 89.7%; 2019/20 91.64%, 2018/19 88.84%)

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 39 750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Further develop and integrate agreed teacher and student questioning with learning habits consistently across the school.	EEF – metacognition and self-regulation	1 and 2
Further develop effective assessment, marking and feedback	EEF - feedback	1 and 2

### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £47 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuation of pupil profiles, in conjunction with pupil progress meetings, to identify pupils who may underachieve and act on this with mentoring to promote self-regulation in their learning	EEF – metacognition and self-regulation EEF - mentoring	1 and 2
Targeted academic support in Maths and English	EEF – small group tuition	

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

Budgeted cost: £ 41 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Using the regular assemblies to deliver key messages from visiting speakers from a range of educational, social and cultural backgrounds Inviting speakers to deliver workshops in faculties	EEF – aspirations EEF – careers education	3
Attendance panels meetings, attendance officer within school contacting home and offering support, home visits to persistent absentees with support from local school attendance advisor	Continue upward trend in attendance for PP students (2020/21 Sep–Dec 93.35%, Mar–Jul 89.7%; 2019/20 91.64%, 2018/19 88.84%)	4

**Total budgeted cost: £ 127 750**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021. Given this, we have looked at how the strategies we have implemented over the last couple of years have begun to make impact for disadvantaged pupils. When we reach the end of this academic year, we should be in a position to measure the majority of our intended outcomes against our objectives.

Monitoring has put greater emphasis on what learners are doing and achieving in the classroom. Learners are able to tackle challenging learning because they are secure in and can recall prior knowledge to build their learning. The School Improvement Partner visiting, e.g. science, mathematics, humanities and MFL lessons in January 2020 commented that current learning was clearly secure because the Students were confident in their prior learning. Regular 'green pen response' opportunities have improved students' understanding of the areas of strength and areas for improvement in their work. The SIP report of May 2021 concluded that most faculties are using WWW/EBI strategies well. In Faculty Reviews and with the SIP, students speak with confidence about the support that assessment feedback gives them in improving their work. CPD for individuals or whole staff has supported improved these outcomes

During lockdown, the provision for all Students was good and valued greatly by parents. Those without laptops were provided with this provision. Effective use of Microsoft Teams to support disadvantaged students with e.g. break-out rooms and additional support from support assistants ensured they were not disadvantaged. Monitoring showed that the level of engagement in the 'chat' facility, and the requirement for students to work independently was good.

### Externally provided programmes

Programme	Provider
National Tutoring Programme	Pet-Xi