

## Pupil premium strategy / self- evaluation

1. Summary information					
School	Aylestone School				
Academic Year	2019/20	Total PP budget	£87475	Date of most recent PP Review	Nov 2018
Total number of pupils	377	Number of pupils eligible for PP	89	Date for next internal review of this strategy	Aug 2020
2. Current attainment					
			Pupils eligible for PP 2019	Pupils not eligible for PP (national 2018)	
<b>Progress 8 score average 2019</b>			<b>-0.931</b>	<b>+0.130</b>	
<i>Progress 8 score average 2018</i>			<i>-0.936</i>		
<b>Attainment 8 score average 2019</b>			<b>28.64</b>	<b>50.10</b>	
<i>Attainment 8 score average 2018</i>			<i>32.31</i>		
3. Barriers to future attainment (for pupils eligible for PP)					
Academic barriers <i>(issues to be addressed in school)</i>					
<b>A.</b>	Pupils enter school with attainment gap in Maths and English [-0.6 for current Y11] compared to other pupils in year group				
<b>B.</b>	26% of pupil premium pupils in school are also on the SEN register (50% in current Year 11), so have additional needs which need support across the curriculum				
<b>C.</b>	Historical inconsistencies in good quality marking and feedback across school which is being monitored, along with various aspects of teaching, through learning walks and work scrutinies in facultys.				
Additional barriers <i>(including issues which also require action outside school)</i>					
<b>D.</b>	Attendance of PP pupils is below school target and other pupils, which historically has been majorly affected by significant minority of persistent absentees.				
<b>E.</b>	Inconsistent support at home, from attendance at parents evenings and careers evenings, to support with homework and revision.				

4. Intended outcomes (specific outcomes and how they will be measured)		Success criteria
<b>A.</b>	Over a period of 3 years, to reduce attainment and progress gaps in Maths and English. As cohort size of current Year 11 are small (meaning attainment and progress figures are drastically affected by a single pupil), seeing how the these gaps change over a longer period of time will provide a better picture of outcomes. Current average point difference to target gaps: Year 11: -1.1 in Maths, -0.28 in English Year 10 -0.29 in Maths, -0.17 in Reading and -0.30 in Writing Year 9: 0 in Maths, -0.34 in Reading and -0.14 in Writing	Data checks will show that the average point difference to target gap between PP and others becomes 0. Over time, the attainment 8 and progress 8 gaps in Maths and English compared to other pupils in the school becomes 0, and closes the gap compared to National.
<b>B.</b>	PP pupils with SEN are supported within lessons, where teachers are employing a variety of strategies to support progress. Pupils with SEN are making the same progress as those without	Data checks will show that the average point difference to target gap between PP/SEN and others becomes 0.
<b>C.</b>	PP pupils books show clear evidence of marking and feedback which enables pupils to make better progress. Feedback is more individualised and relates to pupils' learning outcomes and targets	Regular work scrutinies within faculties, as well as learning walks and BLINCS, and book scrutinies from PP-co and SLT show clear evidence of good practise in marking and feedback
<b>D.</b>	Attendance of PP pupils will at least be in line with attendance of other pupils, with continued work to improve attendance of PA PP pupils who affect attendance data	Attendance data will show that attendance of PP pupils will be in line with others and in line with school target [96%]
<b>E.</b>	Parents and pupils feel more engaged in the learning cycle, which means that more PP pupils are completing homework on time, and to a good standard. Also, that extra revision is evident and has an effect on attainment in all subjects	High attendance (>75%) at parents evenings, parents information evenings and careers evenings. Sanction system will be analysed to see reduction in number of "Incomplete homework" sanctions for PP pupils

## 5. Planned expenditure

Academic year

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
To ensure 'quality first teaching' for all students, and ensure more consistency in marking and assessment	The school marking and assessment policy is adhered to by all staff and feedback is subject specific and moves the student on to the next level	<b>Education Endowment Fund (Teaching and Learning toolkit) – Feedback. High impact for low cost</b>	SLT and HoF conduct regular work scrutinies of PP books to show that feedback is subject specific and moves the student onto the next level	SLT HoF	Aug 2020
To ensure 'quality first teaching' for all students, focus on challenge and pace within lessons. Looking at specific strategies for PP.	HoF and SLT learning walks that focus on many different strands of quality first teaching	<b>Education Endowment Fund</b>	SLT and HoF conduct regular work scrutinies of PP books to show that the quality of work across subjects is appropriately challenging and engaging.	SLT HoF	Aug 2020
Ensure all teachers and support staff are aware of each individual's barriers to learning in school	Bespoke "Disadvantaged Register" accessible to all. Teachers use information in planning for pupils' needs	<b>OFSTED – Pupil Premium (2014)</b>	Ensure all teachers have seating plans with PP students identified. Teachers also identify strategies that are employed to engage pupils in teaching folder	PP-Co SLT	Aug 2020

Class sizes across all subject areas reduced by increasing number of classes. An additional class in Maths/English in both years of KS4.	The range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.	<b>Education Endowment Fund</b>	SLT and HoF conduct regular work scrutinies of PP books to show that the quality of work and feedback across subjects is appropriately challenging and engaging.	SLT HoF	Aug 2020
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**Total budgeted cost :**  
**SLT time spent on Quality First Teaching programme £23230**  
**Extra classes to support smaller class sizes - £12480**

**£35710**

## ii. Targeted support

<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
Running attendance panels for pupils whose attendance is below or at risk of falling below 90%. To ensure early action for absent pupils, maintain regular contact with home.  Individual Action Plans for PA.  House visits for PA.	PP attendance further improves so that it is at least in line with other non PP students in the school.	OFSTED – Pupil Premium (2014)	Maintaining the resource of an attendance officer to support in narrowing the gap between the attendance of disadvantaged pupils and other pupils and to monitor the impact of this.  Running attendance panels for pupils whose attendance is below or at risk of falling below 90%.  Form tutors engage with frequently absent/late pupils	SLT Attendance officer  Form tutors	Aug 2020

Maths and English “Revision Express” interventions continue to be run by Maths and English Teachers for pupils in Y11	To diminish the differences in core subjects between PP and non PP students nationally	<b>Education Endowment Fund (Teaching and Learning toolkit – Small Group Tuition</b>	HoF continues to monitor the impact of intervention through EDUKEY software, as well as internal attainment data analysis	HoF – Eng and Maths	Aug 2020
Maths and English interventions in the Enrichment Centre run by PP mentors, targeted provision provided by English and Maths teaching staff	To diminish the differences in core subjects between PP and non PP students nationally	<b>Education Endowment Fund (Teaching and Learning toolkit – Small Group Tuition</b>	PP-coordinator continues to monitor the impact of intervention through EDUKEY software, as well as internal attainment data analysis	PPCo PP mentors SLT	Aug 2020
<b>Total budgeted cost :</b> <b>PP-Coordinator – £2070</b> <b>PP-mentors - £12315</b> <b>Attendance officer – £22701</b> <b>HoF intervention time - £3765</b>					<b>£40851</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
All PP students receive a careers interview prior to making KS4 option choices Careers education (IAG) takes place in all year groups	Higher aspirations for PP students affects attainment and progress in all subjects	<b>Education Endowment Fund (Teaching and Learning toolkit - Aspiratopm</b>	Careers advisor to monitor intentions for post 16 study in relation to expected grade outcomes. Where projections are unlikely to enable a student meet the requirements, guidance and intervention will be offered.	Careers Advisor PP-co	Aug 2020

			KS4 pupils interviewed by PP mentors will be asked about college ambitions and where necessary, extra support and guidance given		
<b>Total budgeted cost :</b> Careers advisor – £16840					<b>£16840</b>
<b>Total planned expenditure across all areas - £93401</b>					

<b>6. Review of expenditure</b>				
<b>Previous Academic Year</b>				
<b>i. Quality of teaching for all</b>				
<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
HoF and SLT learning walks that focus on many different strands of quality first teaching	To ensure 'quality first teaching' for all students, focus on challenge and pace within lessons	Challenge and pace were identified as strengths in 87% of teachers through learning walks. TDP and support were established to support those teachers where this was an area for improvement	This action will continue, as well as triad learning walks. The outcome of the learning walks developed into a 'coaching' system between teachers to share good practise and improve quality of teaching.	£32000

<p>The school marking and assessment policy is adhered to by all staff and feedback is subject specific and moves the student on to the next level</p>	<p>To ensure 'quality first teaching' for all students, and ensure more consistency in marking and assessment</p>	<p>Marking and feedback remains an area for development for 23% of staff, with 77% of staff providing excellent marking and feedback to pupils. This remains a priority area for Heads of Faculties and their teams</p>	<p>This action will continue, as evidence suggests this is a high impact strategy for all pupils to make progress</p>	
<p>Bespoke "Disadvantaged Register" accessible to all</p>	<p>Ensure all teachers and support staff are aware of each individual's barriers to learning in school</p>	<p>Disadvantaged register setup and includes a Profile sheet for each pupil. All pupil premium profiles are made available for staff to read through to consider individual's barriers when planning for that pupil. The impact of this is seen in teaching folders, where additional teaching strategies are indicated for each pupil</p>	<p>This approach will continue, but information that is collected for profile sheet during termly interviews with pupils will tie in with more targeted support. The profile sheets will become part of a pupil's Individual Education Plan, which will also include information about targeted support and any provisions in place. This is to ensure an individualised approach to support for pupils.</p>	
<p><b>ii. Targeted support</b></p>				
<p><b>Action</b></p>	<p><b>Intended outcome</b></p>	<p><b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).</p>	<p><b>Lessons learned</b> (and whether you will continue with this approach)</p>	<p><b>Cost</b></p>

<p>Maths and English interventions in the Enrichment Centre continue to be individualised by English and Maths teaching staff</p>	<p>To diminish the differences in core subjects between PP and non PP students nationally</p>	<p>English and Maths progress 8 gap has stayed similar to 2018, but attainment gap has widened compared to national</p>	<p>Throughout the year, interventions were made to become more targeted and individualised by class teacher. Intervention specialists run by non-specialist teachers means that intervention sessions are limited to resources provided. Although this is useful time spent for pupils in consolidating prior knowledge, what happens in the classroom has more impact. This provision will continue.</p>	<p>£53810</p>
<p>Maths and English "Revision Express" interventions continue to be run by Maths and English Teachers for pupils in Y11</p>	<p>To diminish the differences in core subjects between PP and non PP students nationally</p>	<p>English and Maths progress 8 gap has stayed similar, but attainment gap has widened compared to national</p>	<p>Interventions run by maths-specialist class teachers and short-term impact is measured through half-termly assessments. This had a positive impact for pupils involved, including PP pupils. This support will continue.</p>	
<p>Running attendance panels for pupils whose attendance is below or at risk of falling below 90%. To ensure early action for absent pupils, maintain regular contact with home.</p>	<p>PP attendance further improves so that it is at least in line with other non PP students in the school</p>	<p>A similar gap in attendance for 2018/19 compared to 2017/18. Further strategies for improving attendance were actioned throughout the year, including attendance calls made daily, form tutors tracking attendance and attendance assemblies which celebrate good attendance</p>	<p>Attendance for PP pupils overall is still an issue, but addressing this with more strategies to combat low attendance. Persistent absentees have an Individual Action Plan. They are interviewed each half term, and actions are put in place. Punctuality letters to be sent out by attendance officer each week. Punctuality report for students who are regularly late to school. High profile of senior staff on the gate has seen a big reduction in the number of students who are late to school. Form Tutors are now conducting a case studies with 3 students from their form. These students fall between 85 and 90% attendance. The aim is to move them out of PA.</p>	

Use of Accelerated Reading scheme	To increase the number of disadvantaged pupils reading at the expected level from year 7 to year 9			
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### iii. Other approaches

Action	Intended outcome	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
All PP students receive a careers interview prior to making KS4 option choices Careers education (IAG) takes place in all year groups	Higher aspirations for PP students affects attainment and progress in all subjects	Pupils met with either Headteacher or Achievement coordinator, as well as support from Careers guidance	All year 9 students took part in a pre-options conference in which they learned about each of the subjects on offer. This conference fed into an initial options process whereby each student chose 4 possible subjects. They then underwent and interview process where they discussed the choices they had made, looked at their progress in those subjects and considered the percentage chance of being successful in their chosen subjects. This is something that will continue in the future. Parents were also invited to and options evening to learn more about the options on offer and the structure of the curriculum at KS4. They were also guided through the process that their children would go through in choosing their options. This approach will continue.	£3253

## 7. Additional detail

Aylestone School have worked with Herefordshire Schools In Partnership (HSIP), with leading schools whose Pupil Premium children do well in attainment and attendance. A review of Aylestone School's pupil premium statement was conducted by the Deputy Head from Marlbrook Primary School. Discussion and advice followed, which was to give more detail to academic and other barriers to learning, and for the outcomes to actions proposed in statement to be more measurable.

Following this, further meetings led by Marlbrook School in the HSIP programme focussed on 'personalised planning'. This enabled PP-coordinators to become proficient in writing individualised learning programmes for those PP children identified as being at risk of underperforming on attainment data. This has been developed into Individual Learning Plans on Edukey – where pupils who were underperforming were given specific targets, measurable outcomes and provisions in order to reduce their attainment gap.

Aylestone School also had a six month review (Nov 2018) of the schools' progress towards the action points identified in the Pupil premium Review of May 2018. The school was seen to have made progress in many areas of this review:

- The school is now using the suggested template for the PP strategy and internal and external barriers have been identified.
- All PP children have a Pupil premium Profile. This is updated with a mentor at least once a term. This information is available for all staff
- A working group has been set up to review the Year 7-11 careers programme. The careers programme currently targets Year 8-11 pupils. The school is in the process of moving towards meeting the Gatsby benchmarks.
- The curriculum offer is currently being reviewed and options always vary year on year.
- A teaching strategies work book was prepared and shared with all staff during their September INSET. There is also an A3 sheet for PP and SEN with boxes to tick. This sheet is triangulated with work scrutinies. This sheet is kept in the teaching file.
- The school has modified its excellence programme and it is now called 'Achieving Excellence Together programme'. The impact of this is judged through focused learning walks.
- Attendance at the Year 11 parents evening shows that there is still room to improve parental engagement: Attendance overall was 60% but attendance for PP pupils was only 50%. The school needs to review how it follows up non-attendance at parents' evenings.

Agreed actions from this review included:

- To review how non-attendance at parents evenings is followed up in order to increase PP parental engagement.
- To continue to review strategies for improving PP attendance in order to close the in school gap. To ensure all Year 9 PP children receive a careers interview prior to completing their options choices.
- To ensure feedback to pupils is consistent both within and across subjects for all pupils.
- To ensure the impact of interventions continue to be analysed regularly

