

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	459
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers	2022/23 – 2024/25
Date this statement was updated and published	February 2024
Date on which it will be reviewed	September 2024
Statement authorised by	Simon Robertson, Executive Headteacher
Pupil premium lead	Phil Lewis, Assistant Headteacher
Governor / Trustee lead	Kathryn Austin-Bailey

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116 955
Recovery premium funding allocation this academic year	£33 120
Pupil premium funding carried forward from previous years	£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	£150 075

# Part A: Pupil premium strategy plan

## Statement of intent

Our aim is for all children to leave for the next stage of their education with the confidence and aptitude to make their own valuable contribution to their community.

The focus of our pupil premium strategy is supporting our children, regardless of their background, in their learning and access to the wider curriculum. Our intention is to identify those students who face additional challenges and provide support they require to make the progress they need.

Whilst the attainment gaps between pupil premium and non-pupil premium pupils have been reducing over time, we will continue to focus and build on the improvements in quality first teaching. This means to ensure that all lessons deliver a universal offer for all pupils, so that any remaining gaps within school and compared to national data continue to be reduced. The disruption to learning through Covid remains a challenge seen in learning habits, with the potential for creating further gaps in knowledge for some students which will need to be addressed. High-quality assessment, marking and feedback coupled with adaptive teaching techniques form the core of our approach to quality first teaching.

External notes of visit and internal monitoring, have highlighted that Aylestone students who are the most successful learners are proactive in their approaches to their learning. Through quality first teaching and the universal offer we will enable all students to further develop themselves as better learners, exhibiting those same proactive approaches.

And by further widening the outlook and aspiration of all of our students, we aim to give them the knowledge and drive for them to succeed throughout their time at Aylestone and beyond and to make a valuable contribution to their community.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students join Aylestone with lower prior attainment than their non-disadvantaged peers (average KS2 scaled score of 95 compared to 105) and therefore require support with catching up
2	Attendance for disadvantaged students is on average 3.54% lower than non-disadvantaged in the school

3	Disadvantaged pupils show lower levels of independent home learning in the face of variable support outside school or inability to self-regulate their own learning
4	Although aspirations are similar across pupil groups, some pupils are unaware of future opportunities and achieving their own potential

## 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
Reduce the learning gaps between and within groups of students through high quality adaptive teaching coupled with effective assessment, marking and feedback	<p>Whilst the gaps between groups of pupils have been reducing over time, we will continue to focus and build on the improvements in quality first teaching, aiming to ensure that all lessons deliver a universal offer, so that any remaining gaps within school and compared to national data continue to be reduced. The disruption to learning through Covid remains a challenge seen in learning habits, with the potential for creating further gaps in knowledge for some students which will need to be addressed.</p> <p>By the end of our current plan in 2024, Attainment 8 gap reduced between disadvantaged students and others from from -1.8 (significant context) in 2022 to -0.3 in 2024</p>
Attendance for disadvantaged pupils improves and moves towards national figures	Ensuring that the attendance of PP improves and the gap to the rest of the school reduces from 3.54% to 2%. Attendance remains high-profile for students, staff and parents through clear and regular communication about attendance figures and the correlation between attendance and achievement.
Students will make expected or better progress by developing good independent learning habits	<p>All students to make expected or better progress (Progress 8 to be 0 or positive) – can only be reviewed once national progress data is available.</p> <p>Lesson observations and pupils' work show key knowledge is recorded and applied with appropriate challenge.</p> <p>When surveyed, 90% of pupils can articulate how they learn and which strategies they implement to help them meet their targets.</p>
Widening the outlook and aspirations of all students by developing the programme of careers activities and opportunities. Offering students individualised guidance and support	<p>NEET figures are better than national.</p> <p>95% of Year 11 in 2023 know the career paths they wish to follow and their next steps.</p>

in their GCSE options, College applications and career choices

In surveys, 90% indicate that they enjoy school and have a positive sense of their future

## 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: £41 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Further develop and integrate high quality approach to teaching across school, through ongoing CPD and support for new staff and ECTs.</p> <p>Establishing key essentials of the universal offer to include the development of PiXL strategies (Thinking Hard / DTT and PLCs) in targeted subjects.</p> <p>A focus on adaptive methods and/or language-based support in CPD training linked to EEF/other evidence-informed research</p>	<p>The EEF state that <i>'good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils'</i>. This is the priority for Pupil Premium spending.</p>	<p>1 and 3</p>
<p>Maintain reduced class sizes for KS4 core subjects to support with efficient and effective behaviour management, assessment, marking and feedback.</p>	<p>The EEF state that reducing class sizes has a <i>moderate impact</i>, but this allows teachers to deliver more verbal and written feedback to students, which has a <i>very high impact</i>.</p> <p><i>There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils.</i></p>	<p>1 and 3</p>
<p>Further develop effective assessment, marking and feedback by ensuring that key assessments are fit for purpose and give meaningful feedback that the student can action and learn from.</p> <p>Ensure students can identify how they can be a better learner than they currently are and can implement strategies to affect improvement PLCs in Key Subjects</p> <p>Developing a pastoral programme that includes focused work on learning habits that will reinforce the habits that students routinely use in</p>	<p>The EEF state that <i>'there is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work'</i></p>	<p>1 and 4</p>

class including being ready and taking responsibility for learning.		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 69 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A pupil premium mentor to meet with all PP-students and identify those students who face additional challenges and provide staff with suggested support strategies.</p> <p>This, in conjunction with pupil progress meetings, is to identify pupils who may underachieve and act on this with mentoring to promote self-regulation in their learning.</p>	<p>The EEF states that <i>'some evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling. Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support'</i></p> <p>The use of Aylestone's pupil premium profiles, developed between the PP-mentor and the student, can provide an invaluable resource for identifying support strategies and recommendations to address areas of need.</p>	1, 2, 3 and 4
<p>Targeted academic support in Maths and English. Through student progress meetings, pupils who are underachieving will receive support through either:</p> <p>lunchtime and after school revision and tutorial sessions;</p> <p>regular meetings with pupil premium mentor to develop strategies for better self-regulated learning at home</p>	<p>The EEF states that <i>'Small group tuition approaches can support pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind'</i></p> <p>The EEF states that <i>'Explicit teaching of metacognitive and self-regulatory strategies could encourage disadvantaged pupils to practise and use these skills more frequently in the future.'</i></p>	1 and 3
<p>Identify disadvantaged students who would benefit from access to one-to-one and small group catch-up sessions. This is to be funded from recovery premium funding and SEND/LAC students prioritised.</p>	<p>The EEF states that <i>'Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy'</i></p>	1 and 3

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

Budgeted cost: £40 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Priority in careers meetings with an external careers advisor in Year 10 and 11.</p> <p>Regular assemblies to deliver key messages from visiting speakers from a range of educational, social and cultural backgrounds</p> <p>Ensure the Careers Programme supports the learner in understanding how the knowledge and skills acquired in the classroom transfers and therefore supports the knowledge and skills needed in the workplace</p>	<p>The Gatsby Benchmarks are central to the planning and delivery of the careers provision at Aylestone. These benchmarks detail the components of good practice from a broad range of international research.</p> <p>The EEF states that <i>'young people from poorer backgrounds are more likely to have career aspirations that are misaligned with their educational ambitions'</i>.</p>	
<p>Pupil premium mentor conducts regular personalised meetings with disadvantaged students and identifies and need for pastoral support. This includes but is not limited to ELSA (Emotional Literacy Support)</p>	<p>ELSA interventions in education are shown to improve emotional literacy skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p>	3 and 4
<p>Attendance panels meetings, attendance officer within school contacting home and offering support, home visits to persistent absentees with support from local school attendance advisor</p>	<p>Continue upward trend in attendance for PP students, which reduces the gap between them and non-PP students</p>	2
<p>Provision for funding towards offsite enrichment activities such as D of E and educational visits.</p> <p>Provision for funding towards stationary, uniform, equipment and resources where necessary</p>	<p>The EEF states <i>'participation in challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'</i></p> <p>There is intrinsic value in ensuring disadvantaged pupils access a rich and stimulating arts education and cultural trips which can be subject to</p>	4

	financial barriers for pupils from deprived backgrounds.	
Provision towards funding of Aylestone summer school for incoming year 7s	The EEF states <i>'there is some evidence that pupils from disadvantaged backgrounds can benefit from summer schools, where activities are focused on well-resourced, small group or one to one academic approaches'</i>	4

**Total budgeted cost: £ 150 000**



## 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 2019 to 2022 cycle.

#### **Intended outcomes from previous Pupil Premium Strategy statement:**

We have analysed the performance of our 2021/22 cohort using KS4 exam data and comparing it to national data. The DfE strongly discourages comparison of a school's 2022 performance data with previous years results, due to the impact of COVID-19 and the changes made to GCSEs in 2022.

In bold below are the targets from our previous Pupil Premium Statement and a review of how we worked towards them

#### ***Attainment 8 gap between disadvantaged and others - gap reduced to -0.5 in 2022***

The national Attainment 8 score for disadvantaged pupils in 2021/22 was 3.75. Our 2021/22 Attainment 8 for pupil premium students was 2.5 with a gap between Pupil-Premium and non Pupil-Premium at -1.8.

This comes with significant context – pupil premium cohort of 13 students including one school refuser, one educated off-site and 4 out of the 13 of the students joining the school in KS4.

#### ***Students become better learners and make expected or better progress – Progress 8 to be zero or positive***

For Progress 8, the national average score for disadvantaged pupils was –0.55 and for non-disadvantaged pupils it was 0.15. Our 2021/22 Progress 8 for pupil premium students was -1.5 with a gap between Pupil-Premium and non Pupil-Premium at -1.65. Again, this comes with significant context as stated above.

#### ***Widening the outlook and aspirations of students - NEET figures are better than national average; 95% of Year 11 in 2022 know the career paths they wish to follow, and the next steps***

NEET figures are better than national average. In surveys, 97% of Year 11 in 2022 know the career paths they wish to follow and have applied for those next steps.

***Disadvantaged students attend school more regularly - continued upward trend in attendance for Pupil Premium students:***

2020/21 - 91.52%; 2019/20 - 91.64%, 2018/19 - 88.84%

Attendance for disadvantage pupils has improved year on year over the previous plan. However, we recognise that still with a gap between groups of pupils in terms of attendance, this will continue to be a focus for our current plan.

In conclusion, the gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Our review concludes that leadership intent is strong with a clear vision for the education of all students. There is a culture of high aspiration. Leaders ensure teachers are aware of their responsibilities to students who are disadvantaged and have SEND, provide extensive training and the school development plan has clear aims and objectives in place related to SEND.

The review found that planning and resourcing strengths are translated into quality practice in aspects of learning experienced by students, with the need for consistency of experience for all students an area for development..