

Pupil premium Strategy at Aylestone 2016-17

What is the pupil premium?

The Pupil Premium provides additional funding on top of the main funding a school receives. It is targeted at students from disadvantaged backgrounds to ensure they benefit from the same opportunities as students from less deprived families. In the 2016 to 2017 financial year, schools will receive the following funding for each child registered as eligible for free school meals at any point in the last 6 years:

- £935 for pupils in year 7 to year 11

Schools also received £1,900 for each pupil who has left local-authority care because of one of the following reasons:

- adoption
- a special guardianship order
- a child arrangements order
- a residence order

£300 of funding is also provided for pupils whose parents are in the armed forces.

If a pupil has been registered as eligible for free school meals and has also left local-authority care for any of the reasons above, they will attract the £1,900 rate. Children who have been in local-authority care for 1 day or more also attract £1,900 of pupil premium funding. Funding for these pupils doesn't go to their school; it goes to the virtual school head (VSH) in the local authority that looks after the child. VSHs are responsible for managing pupil premium funding for looked-after children.

How the Pupil Premium is spent is monitored closely with all schools accountable for the impact of the money spent. At Aylestone we pride ourselves on utilizing the Pupil Premium to support our students with a specific focus on Literacy, Numeracy, Transition (at all key stages) Engagement, and Attendance, maximizing the life opportunities for all students

Why is there a pupil premium?

Students who have been eligible for Free School Meals at any point in their school career have consistently lower educational attainment than those who have never been eligible. In 2009-10 GCSE statistics showed that around a third of students who have been on Free School Meals in the previous six years achieved five or more A*- C grades, compared to more than two thirds of their fellow students.

How many pupils at Aylestone are eligible for the Pupil Premium?

In 2016-17 106/382 students will be eligible of the pupil premium, giving an income of £90,850

In 2015- 16 103/405 students were eligible for the Pupil Premium, giving an income of £103,264.40 .

Parents in receipt of Child Tax Credit /housing benefit are asked to complete a free school meal application form, and it is vital that the application form is completed to allow additional funding to be released to the school.

How will the impact of the spending of the Pupil Premium be measured?









To monitor progress on attainment measures will be included in the performance tables that will capture the achievement of students covered by the Pupil Premium. At Aylestone the usual cycle of data collection and the monitoring and tracking of the cohort's attainment, will be used to inform student progress and enable the early identification of need, support and appropriate intervention.

Review

Last external review- May 2016

The impact of the pupil premium strategy will be carried out termly and an annual review will be carried out in July 2017

Attainment GCSE results 2016

 = improvement	Within school gap disadvantaged – other 2015	Within school gap disadvantaged – other 2016	2015 Disadvantaged ABEC other -national 2015 Figs in ()= national gaps	2016 Disadvantaged ABEC other -national 2015 Figs in ()= national gaps
% 5 A-c inc E+M	-37%	-17.2% 	-42% (-27%)	-33.6%  (-27%)
Attainment 8	-19.5%	-9.4% 		
% making expected progress English	-28%	+3.4% 	-27% (-17%)	+2.5%  (-23%)
% making expected progress maths	-31%	-11.7% 	-35% (-23%)	-24.9%  (-23%)

Pupil premium expenditure 2016-17 Barriers to Achievement	Description of approach	Reason for approach	Expenditure (90,850)	Targets followed <u>by outcomes</u> (RAG rated) on PP and non PP pupils
<p>Leadership and Monitoring: To maintain oversight of the progress and attainment of all pupil premium students and to monitor the impact of interventions to support progress and attainment of these students.</p> <p>To regularly track and analyse data in regard to progress and attainment of pupil premium students</p> <p>External review of pupil premium strategies and their impact</p>	<p>A pupil premium co-coordinator has been appointed to lead on the monitoring and impact of pupil premium strategies both within the classroom and to coordinate and support a team of pupil premium mentors, and to carry out a termly review of the strategy and its impact.</p>	<p>A sharp focus on monitoring of outcomes for disadvantaged pupils will allow successful strategies to be continued and less successful strategies to be modified</p>	<p>£3000</p>	<p>A termly report to be produced on the impact of the PP strategy.</p>
	<p>A pupil premium review has been carried out to identify key priorities</p>	<p>To look at how we could improve outcomes for disadvantaged students</p>	<p>£1500</p>	
	<p>SLT and AC's (heads of year) monitor progress and achievements of disadvantaged students in weekly link meetings and support staff in implementing strategies to support disadvantaged students which may include Intensive academic mentoring from specialists</p>	<p>A sharp focus on monitoring of outcomes for disadvantaged pupils will allow successful strategies to be continued and less successful strategies to be modified</p>	<p>£25,000</p>	

Pupil premium expenditure 2016-17 Barriers to Achievement	Description of approach	Reason for approach	Expenditure (90,850)	Targets followed by outcomes (RAG rated) on PP and non PP pupils
<p>Attendance and Aspiration: To narrow the gap by a further percentage point between the attendance of non-PP students and PP students thus removing a key barrier to success. Key strands of approach:</p> <ol style="list-style-type: none"> 1. Running attendance panels for pupils whose attendance is below or at risk of falling below 90% 2. Maintaining attendance as a high profile part of school life by assemblies, posters, rewards 3. Supporting parents in transporting pupils to school 4. Maintaining excellent communication with parents regarding attendance through first day texts, letters and meetings , including daily phone calls to parents/ carers whose attendance is a concern 5. Supporting barriers to school attendance such as lack of uniform, lack of resilience through the use of the Enrichment room including ,the provision of free breakfast club 6. Providing free after school support for extracurricular opportunities and homework support via session 6 activities. 7. Ensure that PP students have equal access to all aspects of school including sporting, cultural and other extra-curricular opportunities. 8. Provide training on successful strategies to engage disadvantaged pupils and set of guidelines for working with disadvantaged pupils 9. Look at barriers to the disadvantaged attendance, interview pupils and support as necessary through a personalised approach 10. Track attendance of disadvantaged pupils on a weekly basis at SLT and as a specific group at SLT/AC weekly meetings 11. Early IAG from careers advisor 12. Subsidised trips and visits for PP students 13. Summer school for 7y with 	Maintaining the resource of an attendance officer to support in narrowing the gap between the attendance of non-FSM students and FSM students.	NfER briefing for Headteachers identifies addressing attendance as a key step. Pupil progress and attainment can't improve if they are not attending school.	£9,554 £1200 (first day calls)	To reduce the gap from 3.31% in 2015- 16 to below 2% in 2016-17 To reduce the gap for PA (15% measure) from 5.% in 2015-16 (National gaps 2014-15 was 7.6%)
	Budget held by Assistant Head Student Services to mitigate against barriers to attendance such as uniform, travel costs and to provide support for students when in school such as breakfast provision, supervision at break and lunchtimes.	To remove barriers to attendance and to ensure that students have a healthy start to the day.	£2000	
	Provision of free transport via school minibus (3 pp year 7 2pp year 8 pupils) Provision of free bus passes to student from Withington (2 pp pupils) Provision of bus pass for 1 year 8 pp student (moved)	NfER briefing for Headteachers identifies addressing attendance as a key step.	£4564 (£652/ pupil) £380	
	To increase the levels of enjoyment and engagement of students through opportunities in the enrichment programme and session 6 support to which PP students are formally invited (2 staff 5 nights/week)	EEF toolkit suggests homework support is effective in supporting disadvantaged pupils	Homework support £4000 Careers £3253 (25% of 2 careers advisors) Summer school £500	
	All PP students to be interviewed first, and 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.	Low aspirations for Pp pupils affects attainment		

	Where cultural capital is a barrier to progress and attainment school visits or trips may be subsidised.	EEF toolkit suggests that art and cultural opportunities are important in raising attainment		
	Summer school subsidised for PP students	Summer school has had positive impact in past for students who have attended		

Pupil premium expenditure 2016-17 Barriers to Achievement	Description	Reason for approach	Expenditure	Targets followed <u>by outcomes (RAG rated) on PP and non PP pupils</u>
<p>Literacy: To augment staff knowledge and expertise so that literacy difficulties are addressed and targeted as a key barrier to success for pupil premium eligible students. Key focus on reading and basic literacy skills Key strands of approach:</p> <ol style="list-style-type: none"> 1. Re-structuring of the student support team so that each pupil premium student has a mentor to support their literacy needs 2. Extra English set in year 9 3. Buddy reading 4. Use of Accelerated Reading scheme 5. Ensuring that there is a focus on reading throughout the school 6. Librarian working with reluctant PP readers to mentor them in good reading practice 7. Carnegie book challenge 8. Subsidised trips to literary festivals, theatre visits and the general library 9. Head of English to be year 11 form tutor to support year 11 pupil premium students in literacy activities during form time 10. Support for English lessons during curriculum time 11. English progress tests for y7,8 and 9 	<p>Each year group has a dedicated pupil premium literacy mentor to monitor students and to intensively mentor students with literacy difficulties.</p>	<p>Some of the students need targeted literacy support to catch up.</p>	<p>£6221</p>	<p>To increase the number of disadvantaged pupils reading at the expected level from y7-9 (current y9) from 60% at expected level (4b) on entry to 75% at expected level + in y9</p>
	<p>An extra English set in year 9 has been implemented to allow staff to offer extra feedback and support to students. PP students are targeted for more intensive feedback and advice.</p>	<p>EEF toolkit and work of John Hattie suggest high quality feedback is and effective way to improve attainment.</p>	<p>Included in maths costs</p>	<p>To increase the number of disadvantaged pupils writing at the expected level from y7-9 (current y9) from 60% at expected level (4b) on entry to 75% at expected level + in y9</p>
	<p>Buddy reading- peer support from year 10 students to PP KS3 students who struggle with reading supported by member of the SSTW team</p> <p>Accelerated reading scheme</p> <p>Supported by school librarian</p>	<p>Accelerated Reader has been shown to have a positive impact in an independent evaluation</p>	<p>AR scheme-licences £1500/year Librarian-£9877/year</p>	<p>To increase the number of disadvantaged pupils writing at the expected level from y7-9 (current y9) from 60% at expected level (4b) on entry to 75% at expected level + in y9</p>
	<p>SSTW team support PP students in English lessons, and run intervention sessions under the guidance of the English teachers to address inconsistencies and misconceptions .</p>	<p>Some students need targeted literacy support to catch up and to make progress. Data tracking will be used to monitor effectiveness of interventions</p>	<p>£6,221</p>	<p>To increase the number of disadvantaged pupils writing at the expected level from y7-9 (current y9) from 60% at expected level (4b) on entry to 75% at expected level + in y9</p>
	<p>Progress tests for KS3 English will be used</p>	<p>Progress tests for KS3 English will identify where PP students are making expected or accelerated progress, or</p>	<p>£1863</p>	<p>To increase the number of disadvantaged pupils writing at the expected level from y7-9 (current y9) from 60% at expected level (4b) on entry to 75% at expected level + in y9</p>

		where there is a gap in understanding to be addresses by PP mentors and English teachers		
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Pupil premium expenditure 2016-17 Barriers to Achievement	Description	Reason for approach	Expenditure	Targets followed <u>by outcomes (RAG rated) on PP and non PP pupils</u>
<p>Achievement – attainment and progress To narrow the gap between the achievement (at the end of key stage 4) of FSM and non-FSM in English and Mathematics. Key strands of approach:</p> <ol style="list-style-type: none"> 1. Re-structuring of the student support team so that each pupil premium student has a mentor to support their literacy ,numeracy, attendance, social and cultural needs 2. Extra maths set in year 9 3. Revision Express – form time intervention for maths at key stage 4- head of maths to be a year 11 form tutor 4. Extra maths for year 11 pupils 5. Support for maths lessons during curriculum time 6. After school revision for all pupils but with a compulsory attendance for year 11 PP pupils 7. Provision of revision materials, calculator & maths set 8. Alternative curriculum for those PP pupils who would benefit from extra literacy and numeracy support 9. lunch time revision and after school revision for PP pupils for English 10. extra English lessons (when required) 11. Grammar intervention in tutor time 12. Subsidised novels and study guides 13. Maths progress tests for years 7,8 and 9. 	<p>Maintain teachers appointed above normal staffing allocations in English and maths allowing for extra maths and English sets in y9</p>	<p>EEF toolkit and work of John Hattie shows high quality feedback is an effective way to improve attainment and smaller groups sizes allows for more detailed feedback to be given.</p>	<p>£7,100</p>	<p>To reduce the gap for 5A*-C inc E+M from -17.2 % in 2015-16 to below 10% in 2015-16</p> <p>To maintain accelerated progress for disadvantaged pupils in English (3 LoP gap 2015-16 +3.4)</p> <p>To have a value added score of at least 1000 for disadvantaged pupils in English (1001.4 2015-16)</p>
	<p>Revision guides and resources purchased for PP students</p>	<p>Access to high quality resources supports learning</p>	<p>£10,960</p>	<p>To reduce the gap for expected progress in maths from -11.7 % in 2015-16 to below 10% in 2016-17</p>
	<p>Enhancement of posts in Mathematics to raise performance further and enhance recruitment of teachers</p>	<p>Retention of qualified subject specialists to support attainment in maths</p>		<p>To have a value added score of at least 1000 for disadvantaged pupils in maths (998.5 2015-16)</p>
	<p>SSTW team support PP students in maths lessons, and run intervention sessions under the guidance of the maths teachers to address inconsistencies and misconceptions.</p>	<p>Some students need targeted literacy support to catch up and to make progress. Data tracking will be used to monitor effectiveness of interventions</p>	<p>£6221</p>	

	Progress tests for KS3 maths to be used.	These will identify where PP students are making expected or accelerated progress, or where there is a gap in understanding to be addresses by PP mentors and maths teachers		
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Pupil premium expenditure 2015-16 Key Objective	Description	Expenditure	Targets followed <u>by outcomes (RAG rated) on PP and non PP pupils</u>
<p>Attendance: To narrow the gap by a further percentage point between the attendance of non-PP students and PP students thus removing a key barrier to success.</p> <p>Key strands of approach:</p> <ol style="list-style-type: none"> 2. Running attendance panels for pupils whose attendance is below 90% 3. Maintaining attendance as a high profile part of school life by assemblies, posters, rewards 4. Supporting parents in transporting pupils to school 5. Maintaining excellent communication with parents regarding attendance through first day calls, letters and meetings 6. Supporting barriers to school attendance such as lack of uniform, lack of resilience through the use of the Enrichment room including ,the provision of free breakfast club 7. Providing free after school support for extra curricular opportunities and homework support via session 6 activities. 	<p>Maintaining the resource of an attendance officer to support in narrowing the gap between the attendance of non-FSM students and FSM students.</p>	<p>£9,554</p>	<p>To reduce the gap from 3.9% in 2014- 15 to below 2% in 2015-16</p> <p>Attendance gap was reduced to <u>3.31%</u></p> <p>To reduce the gap for PA (15% measure) from 5.5% in 2014-15 (National gaps 2014-15 was 7.6%)</p> <p>PA gap was reduced to <u>5% in 2014-15</u></p>
	<p>Budget held by Assistant Head Student Services to mitigate against barriers to attendance such as uniform, travel costs and to provide support for students when in school such as breakfast provision, supervision at break and lunchtimes.</p>	<p>£500</p>	
	<p>Provision of free transport via school minibus (3 PP year 7 pupils) Provision of free bus passes to student from Withington (2 pp pupils)</p>	<p>£2200 £1400</p>	
	<p>To increase the levels of enjoyment and engagement of students through opportunities in the enrichment programme and session 6 support-targets at PP pupils (2 staff 5 nights/week)</p>	<p>£4000</p>	

Pupil premium expenditure 2015-16 Key Objective	Description	Expenditure	Targets followed <u>by outcomes (RAG rated) on PP and non PP pupils</u>
<p>Literacy: To augment staff knowledge and expertise so that literacy difficulties are addressed and targeted as a key barrier to success for pupil premium eligible students. Key focus on reading and basic literacy skills Key strands of approach:</p> <ol style="list-style-type: none"> 12. Re-structuring of the student support team to ensure a more rigorous pathway of support for all students identified as struggling with literacy 13. 6 week intensive English support for all PP pupils at key stage 3 14. Buddy reading 15. Use of Accelerated Reading scheme 16. Ensuring that there is a focus on reading throughout the school 17. Librarian working with reluctant PP readers to mentor them in good reading practice 18. Carnegie book challenge 19. Subsidised trips to literary festivals, theatre visits and the general library <p>General literacy</p> <ul style="list-style-type: none"> • staff training on Oracy where the focus is on providing good models and ensuring good models and giving an opportunity to talk about ideas within a subject framework. • Whole school focus on reading DEAR time • VCOP framework- targets for students and use across subjects 	Additional student support role to provide support for students who face literacy and numeracy difficulties.	£6175.20	To increase the number of disadvantaged pupils reading at the expected level from y7-9 (current y9) from 64% at expected level (4b) on entry to 72% at expected level + in y9
	Teacher led intervention groups in literacy in year7, 8 and 9- (18 hrs/ week)	£24,777	
	Learning mentors to support KS4- including alternative curriculum through the ACE programme, and work experience	1;20,758 2:£19,108	<p>88.2 % of y9 disadvantaged pupils are at expected level (5b+)+ in reading</p>
	Accelerated reading scheme Supported by school librarian	AR scheme- licences £1500/year Librarian- £9877/year	<p>To increase the number of disadvantaged pupils writing at the expected level from y7-9 (current y9) from 58% at expected level (4b) on entry to 72% at expected level + in y9</p> <p>100% of y9 disadvantaged pupils are at expected level + in writing</p> <p>Disadvantaged pupils (particularly in y8 reading are performing better than the rest of the cohort). Generally across the KS3 cohort is above the nat. av.</p> <p>The gap in year 9 for 5 SLOP in English is -2% reading and -2% writing</p> <p>Carnegie challenge- 3/12 pupils PP</p>

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Pupil premium expenditure 2015-16 Key Objective	Description	Expenditure	Targets followed <u>by outcomes (RAG rated) on PP and non PP pupils</u>
<p>Achievement – attainment and progress To narrow the gap between the achievement (at the end of key stage 4) of FSM and non-FSM in English and Mathematics. Key strands of approach:</p> <ol style="list-style-type: none"> 14. Re-structuring of the student support team to ensure a more rigorous pathway of support for all students identified as struggling with numeracy 15. 6 week intensive maths support for all PP pupils at key stage 3 16. Revision Express – form time intervention for maths at key stage 4 17. Extra maths for year 11 pupils 18. After school revision for all pupils but with a compulsory attendance for year 11 PP pupils 19. Provision of revision materials, calculator & maths set 20. Alternative curriculum for those PP pupils who would benefit from extra numeracy support 21. lunch time revision and after school revision for PP pupils for English 22. extra English lessons (when required) 23. Transition to iGCSE for targeted and identified pupils 24. Grammar intervention in tutor time 25. Subsidised novels and study guides 26. Alternative curriculum for those PP pupils who would benefit from extra literacy support 	Maintain teachers appointed above normal staffing allocations in English and maths allowing for extra maths and English sets in y7	£11,012	To reduce the gap for 5A*-C inc E+M from -36 % in 2014-15 to below 20% in 2015-16 <u>The gap for 5A*-C in E+M is -17.2 %</u>
	Learning mentors support in English and maths	Included above	To reduce the gap for expected progress in English from y7-11 from -28% % to below -17%% in 2015-16
	Teacher led intervention groups in numeracy in year7, 8 and 9	Included above	To have a value added score of at least 1000 for disadvantaged pupils in English
	Revision guides and resources purchased for PP students	£500	<u>English -disadvantaged pupils are now making better progress than non disadvantaged (3LOP measure) (+3.4%)</u>
	Enhancement of posts in Mathematics to raise performance further and enhance recruitment of teachers	£2776	<p><u>English disadvantaged VA is 1001.4 cf to 997.9 last year (no Sig)</u></p> <p><u>In y10 3LOP gap in English is predicted to be -10%</u></p> <p>To reduce the gap for expected progress in maths from 31% in 2014-15 to below 23% in 2015-16 To have a value added score of at least 1000 for disadvantaged pupils in maths</p> <p><u>maths progress gap is -11.7 % % for 3 LOP</u> <u>In y11 disadvantaged VA maths is 998.5 cf to 996.4 last year (no sig)</u></p> <p><u>In y10 3LOP maths gap is -1%</u></p>