

Pupil premium Strategy at Aylestone 2017-2018

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 2017 to 2018 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 2017-18 96 students will be eligible of the pupil premium, giving an income of £82,430

In 2016-17 106/382 students were 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 2018

Attainment GCSE results 2017

 = improvement	Within school gap disadvantaged – other 2016	Within school gap disadvantaged – other 2017	2016 Disadvantaged ABEC other -national 2015 Figs in ()= national gaps	2017 Disadvantaged ABEC - other national 2016 Figs in () = national gaps
Attainment 8	-9.4	-10.26		-17.8
Progress 8				
% of pupils achieving 4+ in English and Maths		-21.6%		
% of pupils achieving 5+ in English and Maths		-17%		

Pupil premium expenditure 2017-2018 Barriers to Achievement	Description of approach	Reason for approach	Expenditure (82,430)	Targets followed <u>by outcomes (RAG rated) on PP and non PP pupils</u>
<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 half termly data analysis.</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>£3,000</p>	<p>Data analysis to be completed following every reporting deadline.</p> <p>Disadvantaged pupils who are not making expected progress or attainment are to be identified and early intervention to be put in place.</p>
	<p>Provision mapping software to be introduced across the whole school to monitor and analyse the interventions in place for disadvantaged pupils and the impact these are having.</p>	<p>To look at the interventions in place and whether they are impacting the pupils positively.</p>	<p>£695</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>£20,000</p>	
	<p>Pupil premium mentors to monitor progress, achievement and welfare of disadvantaged students in weekly sessions which may include subject specific interventions.</p>	<p>A sharp focus on disadvantaged pupils individually will allow for early intervention and support when required.</p>	<p>£3,110</p>	

Pupil premium expenditure 2017-18 Barriers to Achievement	Description of approach	Reason for approach	Expenditure (£82,430)	Targets followed by outcomes (RAG rated) on PP and non PP pupils
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: <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. 1st day calls. Following the completion of registers 1st lesson, phone calls home will be made with disadvantaged pupils at the top of the list. 4. Supporting parents in transporting pupils to school 5. 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 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 extracurricular opportunities and homework support via session 6 activities. 8. Ensure that PP students have equal access to all aspects of school including sporting, cultural and other extra-curricular opportunities. 9. Provide training on successful strategies to engage disadvantaged pupils and set of guidelines for working with disadvantaged pupils 10. Look at barriers to the disadvantaged attendance, interview pupils and support as necessary through a personalised approach 11. Track attendance of disadvantaged pupils on a weekly basis at SLT and as a specific group at SLT/AC weekly meetings 12. Attendance tracking via PP mentors, regular contact with 	Maintaining the resource of an attendance officer to support in narrowing the gap between the attendance of disadvantaged pupils and none disadvantaged pupils.	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	Reduce the gap from 5.39% in 2017/2017 to below 4 % in 2017-2018. To reduce the gap for PA (15% measure from 7.69% in 2016-2017 to 6% in 2017-2018.
	To ensure early action for absent pupils, maintain regular contact with home – First day calls.	Pupil progress and attainment can't improve if they are not in school – Gap not decreasing in previous year.	£1200 (first day calls, within attendance officer expenditure)	
	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.	£1500	
	Provision of free transport via school minibus (3 PP pupils) Provision of free bus passes to student from Withington (1 pp pupil, morning only and return journey on school minibus).	NfER briefing for Headteachers identifies addressing attendance as a key step.	£2,688	
	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)	

<p>home.</p> <p>13. Early IAG from careers advisor</p> <p>14. Subsidised trips and visits for PP students</p>	<p>All PP students to be interviewed first (within year 10), 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.</p>	<p>Low aspirations for Pp pupils affects attainment</p>	<p>Summer school £500</p>	
	<p>Where cultural capital is a barrier to progress and attainment school visits or trips may be subsidised.</p>	<p>EEF toolkit suggests that art and cultural opportunities are important in raising attainment</p>		
	<p>Summer school subsidised for PP students</p>	<p>Summer school has had positive impact in past for students who have attended</p>		

Pupil premium expenditure 2017-18 Barriers to Achievement	Description	Reason for approach	Expenditure (£82,430)	Targets followed <u>by outcomes (RAG rated) on PP and non PP pupils</u>
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: <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. Re-structuring of the intervention timetable to ensure each year group has literacy support available, directed by the English faculty and monitored by the PP mentors/pp co-ordinator. 3. Extra English set in year 10 4. Buddy reading 5. Use of Accelerated Reading scheme 6. Ensuring that there is a focus on reading throughout the school 7. Librarian working with reluctant PP readers to mentor them in good reading practice 8. Carnegie book challenge 9. Subsidised trips to literary festivals, theatre visits and the general library 10. Head of English to be year 11 form tutor to support year 11 pupil premium students in literacy activities during form time 11. Support for English lessons during curriculum time 12. English progress tests for y7,8 and 9 	Each year group has a dedicated pupil premium literacy mentor to monitor students and to intensively mentor students with literacy difficulties.	Some of the students need targeted literacy support to catch up.	£6221	To increase the number of disadvantaged pupils reading at the expected level from year 7-9 (current year 9) from 64% at expected level on entry to 75% at expected level in year 9. To increase the number of disadvantaged pupils writing at the expected level from year 7-9 (current year 9) from 43% on entry to 60% at expected level+ in year 9.
	An extra English set in year 10 has been implemented to allow staff to offer extra feedback and support to students. PP students are targeted for more intensive feedback and advice.	EEF toolkit and work of John Hattie suggest high quality feedback is an effective way to improve attainment.	£1450	
	Buddy reading- peer support from year 10 students to PP KS3 students who struggle with reading supported by member of the SSTW team and librarian. Accelerated reading scheme Directed and supported by school librarian	Accelerated Reader has been shown to have a positive impact in an independent evaluation	AR scheme-licences £1500/year Librarian-£9877/year	
	Progress tests for KS3 English will be used	Progress tests for KS3 English will identify where PP students are making expected or accelerated progress, or where there is a gap in understanding to be addressed by PP mentors and English teachers	£1863	

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Pupil premium expenditure 2017-18 Barriers to Achievement	Description	Reason for approach	Expenditure (£82,430)	Targets followed by outcomes (RAG rated) on PP and non PP pupils
Achievement – attainment and progress To narrow the gap between the achievement (at the end of key stage 4) of disadvantaged and others in English and Mathematics. Key strands of approach: <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 as well as further subjects. 2. Extra maths set in year 10 3. Revision Express – form time intervention for maths at key stage 4- head of maths to be a year 11 form tutor 4. Revision Express – Form time intervention for maths – year 10 5. Extra maths for year 11 pupils 6. Extra maths/numeracy lessons for selected pupils when required, once every two weeks. 7. Support for maths lessons during curriculum time 8. After school revision for all pupils but with a compulsory attendance for year 11 PP pupils 9. Provision of revision materials, calculator & maths set 10. Alternative curriculum for those PP pupils who would benefit from extra literacy and numeracy support 11. lunch time revision and after school revision for PP pupils for English 12. extra English lessons (when required) 13. Grammar intervention in tutor time 14. Subsidised novels and study guides 15. Maths progress tests for years 7, 8 and 9. 	Maintain teachers appointed above normal staffing allocations in English and maths allowing for extra maths and English sets in y10	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.	£1450	<p>To reduce the gap for pupils achieving 4+ in English and Maths from – 21.6% in 2016/2017 to below 15% in 2017/2018</p> <p>To reduce the gap for pupils achieving 5+ in English and Maths from -17% in 2016/2017 to below 10% in 2017/2018</p> <p>To reduce the gap for expected progress in English from -30.4% to below 25% in 2017-2018.</p> <p>To reduce the gap for expected progress in Maths from -13% to below 10% in 2017-2018.</p> <p>To reduce the gap for pupils achieving 9-5 in English from -27% in 2016/2017 to below 20% in 2017/2018.</p> <p>To maintain positive attainment results in Maths – Gap = +0.1 in 2016/2017 (9-5).</p> <p>To reduce the gap for pupils achieving 9-4 in English from -16.8 in 2016/2017 to below 10% in 2017/2018.</p> <p>To reduce the gap for pupils achieving 9-4 in Maths from -17.6% in 2016/2017 to below 10% in 2017/2018.</p>
	Revision guides and resources purchased for PP students	Access to high quality resources supports learning	£2500	
	SSTW team support PP students in maths lessons, and run intervention sessions under the guidance of the maths teachers to address inconsistencies and misconceptions.	Some students need targeted literacy support to catch up and to make progress. Data tracking will be used to monitor effectiveness of interventions	£6221	
	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	£1863	

		addresses by PP mentors and maths teachers		
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Pupil premium expenditure 2016-17 Barriers to Achievement	Description of approach	Reason for approach	Expenditure (90,850)	Targets followed <u>by outcomes (RAG rated) on PP and non PP pupils</u>
<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>Data reviewed following each reporting deadline, highlighting the impact of pp strategies.</p> <p>Regular monitoring allows for early identification of pupils requiring extra support/intervention.</p> <p>Intervention directed and monitored by class teachers/mentors.</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
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: 15. Running attendance panels for pupils whose attendance is below or at risk of falling below 90% 16. Maintaining attendance as a high profile part of school life by assemblies, posters, rewards 17. Supporting parents in transporting pupils to school 18. 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 19. 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 20. Providing free after school support for extracurricular opportunities and homework support via session 6 activities. 21. Ensure that PP students have equal access to all aspects of school including sporting, cultural and other extra-curricular opportunities. 22. Provide training on successful strategies to engage disadvantaged pupils and set of guidelines for working with disadvantaged pupils 23. Look at barriers to the disadvantaged attendance, interview pupils and support as necessary through a personalised approach 24. Track attendance of disadvantaged pupils on a weekly basis at SLT and as a specific group at SLT/AC weekly meetings 25. Early IAG from careers advisor 26. Subsidised trips and visits for PP students 27. 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 Gap increased to 5.39% To reduce the gap for PA (15% measure) from 5.% in 2015-16 (National gaps 2014-15 was 7.6%) PA for disadvantaged pupils 14.29% others 6.60% resulting in a gap of 7.69%.
	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"> 13. Re-structuring of the student support team so that each pupil premium student has a mentor to support their literacy needs 14. Extra English set in year 9 15. Buddy reading 16. Use of Accelerated Reading scheme 17. Ensuring that there is a focus on reading throughout the school 18. Librarian working with reluctant PP readers to mentor them in good reading practice 19. Carnegie book challenge 20. Subsidised trips to literary festivals, theatre visits and the general library 21. Head of English to be year 11 form tutor to support year 11 pupil premium students in literacy activities during form time 22. Support for English lessons during curriculum time 23. 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 an effective way to improve attainment.</p>	<p>Included in maths costs</p>	<p>Number of pupils reading at the expected level + in year 9 has increased to 64.7%, +7.8% compared to others.</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>Number of pupils writing at the expected level + in year 9 has increased to 82.4%, equal to other pupils.</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>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>	

		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"> 16. 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 17. Extra maths set in year 9 18. Revision Express – form time intervention for maths at key stage 4- head of maths to be a year 11 form tutor 19. Extra maths for year 11 pupils 20. Support for maths lessons during curriculum time 21. After school revision for all pupils but with a compulsory attendance for year 11 PP pupils 22. Provision of revision materials, calculator & maths set 23. Alternative curriculum for those PP pupils who would benefit from extra literacy and numeracy support 24. lunch time revision and after school revision for PP pupils for English 25. extra English lessons (when required) 26. Grammar intervention in tutor time 27. Subsidised novels and study guides 28. 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>Gap reduced to 13.2%.</p> <p>To maintain accelerated progress for disadvantaged pupils in English (3 LoP gap 2015-16 +3.4)</p> <p>Gap increased to -30.4%</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 have a value added score of at least 1000 for disadvantaged pupils in English (1001.4 2015-16)</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>Disadvantaged pupils achieving expected progress in English is 17.6% (Gap – 30.4).</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>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>	<p>Gap increased to -13.1%</p> <p>To have a value added score of at least 1000 for disadvantaged pupils in maths (998.5 2015-16)</p> <p>Disadvantaged pupils achieving expected progress in Maths is 17.6% (Gap – 13.1).</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 by outcomes (RAG rated) on PP and non PP pupils
<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"> 24. Re-structuring of the student support team to ensure a more rigorous pathway of support for all students identified as struggling with literacy 25. 6 week intensive English support for all PP pupils at key stage 3 26. Buddy reading 27. Use of Accelerated Reading scheme 28. Ensuring that there is a focus on reading throughout the school 29. Librarian working with reluctant PP readers to mentor them in good reading practice 30. Carnegie book challenge 31. 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	<p>88.2 % of y9 disadvantaged pupils are at expected level (5b+)+ in reading</p>
	Learning mentors to support KS4- including alternative curriculum through the ACE programme, and work experience	1;20,758 2:£19,108	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
	Accelerated reading scheme Supported by school librarian	AR scheme- licences £1500/year Librarian- £9877/year	<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> <ul style="list-style-type: none"> 29. Re-structuring of the student support team to ensure a more rigorous pathway of support for all students identified as struggling with numeracy 30. 6 week intensive maths support for all PP pupils at key stage 3 31. Revision Express – form time intervention for maths at key stage 4 32. Extra maths for year 11 pupils 33. After school revision for all pupils but with a compulsory attendance for year 11 PP pupils 34. Provision of revision materials, calculator & maths set 35. Alternative curriculum for those PP pupils who would benefit from extra numeracy support 36. lunch time revision and after school revision for PP pupils for English 37. extra English lessons (when required) 38. Transition to iGCSE for targeted and identified pupils 39. Grammar intervention in tutor time 40. Subsidised novels and study guides 41. 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	<u>English disadvantaged VA is 1001.4 cf to 997.9 last year (no Sig)</u> <u>In y10 3LOP gap in English is predicted to be -10%</u> 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 <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> <u>In y10 3LOP maths gap is -1%</u>