

Pupil premium strategy

1. Summary information					
School	Aylestone School				
Academic Year	2018/19	Expected Total PP budget	£89 915	Date of most recent PP Review	May 2018
Total number of pupils	359	Number of pupils eligible for PP	84	Date for next internal review of this strategy	Nov 2018

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
Progress 8 Score 2018	-0.936	
<i>Progress 8 Score 2017</i>	<i>-1.170</i>	<i>+0.110</i>
Attainment 8 Score 2018	32.31	
<i>Attainment 8 Score 2017</i>	<i>29.65</i>	<i>49.80</i>

3. Barriers to future attainment (for pupils eligible for PP, including high ability)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Literacy
B.	Attainment and Progress gaps in Maths and English
C.	Ensure more consistency in marking and assessment
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance and punctuality
E.	Aspiration

4. Intended outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	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	To increase the number of disadvantaged pupils reading at the expected level from year 7 to year 9
B.	To narrow the gap between the achievement (at the end of key stage 4) of disadvantaged and others in English and Mathematics.	To reduce the (Aylestone PP – National other) gap from approx. (using 2017 national data) -21% in 4+ in E&M to below 18%

		<p><i>To reduce the in-school gap for pupils achieving 4+ in English and Maths from – 12.5% in 2017/18 to below 10% in 2018/19</i></p> <p><i>To reduce the in-school gap for pupils achieving 5+ in English and Maths from -17.1% in 2017/18 to below 15% in 2018/19</i></p>
C.	<p>Lesson Observations and learning walks demonstrate that overtime all elements of teaching is at least good- Regular work scrutinies of PP books show that the quality of work across subjects is appropriately challenging and feedback is subject specific and moves the student on to the next level.</p> <p>To continue to monitor the impact of the ‘outstanding teacher’ programme.</p>	<p>External data in August 2019 indicates that PP students’ performance has improved in all key external measures and the differences with non PP students nationally are diminishing.</p> <p>Internal data indicates that the in school differences in attainment and progress between PP students and non PP students has been consistently diminished in all year groups and across all subjects</p>
D.	<p>To continue to improve the attendance of PP students and reduce the exclusion rate of PP students.</p>	<p>PP attendance further improves so that it is at least in line with other non PP students in the school and the gap with national non PP students diminishes.</p> <p>The exclusion rate for PP students continues to decrease</p>
E.	<p>All PP students receive a careers interview prior to making KS4 option choices.</p> <p>Careers education (IAG) takes place in all year groups.</p> <p>Cultural capital is increased: evidenced through PP participation in trips and extra- curricular activities including the LUMOS project for gifted and talented students.</p> <p>To monitor and evaluate PP parental engagement at school events e.g. parents evenings, with the aim of ensuring contact is made with each students’ parents at least once per academic year (using a variety of means).</p>	<p>Evidenced through future further education paths</p>

5. Planned expenditure					
Academic year	2018-19				
The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	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, focus on challenge and pace within lessons	HoF and SLT learning walks that focus on many different strands of quality first teaching	Education Endowment Fund	SLT and HoF conduct regular work scrutinies of PP books to show that the quality of work across subjects is appropriately challenging.	SLT HoF	Nov 2018
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	Education Endowment Fund (Teaching and Learning toolkit) – Feedback. High impact for low cost	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	Nov 2018
Ensure all teachers and support staff are aware of each individual's barriers to learning in school	Bespoke "Disadvantaged Register" accessible to all	OFSTED – Pupil Premium (2014)	Ensure all teachers have seating plans with PP students identified.	SLT HoF	Nov 2018
Total budgeted cost					£32852

ii. Targeted support					
Desired outcome	Chosen action/approach	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 diminish the differences in core subjects between PP and non PP students nationally	Maths and English interventions in the Enrichment Centre continue to be individualised by English and Maths teaching staff	Education Endowment Fund (Teaching and Learning toolkit – Small Group Tuition	PP-coordinator continues to monitor the impact of intervention through EDUKEY software, as well as internal attainment data analysis	PPCo SLT	Nov 2018 Aug 2019
To increase the number of disadvantaged pupils reading at the expected level from year 7 to year 9	Use of Accelerated Reading scheme	Education Endowment Fund (Teaching and Learning toolkit – Reading Comprehension Strategies	HoF and Librarian to monitor the levels of reading and reading ages for pupils in KS3	HoF - English	Nov 2018
PP attendance further improves so that it is at least in line with other non PP students in the school	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.	OFSTED – Pupil Premium (2014)	Maintaining the resource of an attendance officer to support in narrowing the gap between the attendance of disadvantaged pupils and none disadvantaged pupils and to monitor the impact of this	SLT Attendance officer	Nov 2018
To diminish the differences in core subjects between PP and non PP students nationally	Maths and English “Revision Express” interventions continue to be run by Maths and English Teachers for pupils in Y11	Education Endowment Fund (Teaching and Learning toolkit – Small Group Tuition	HoF continues to monitor the impact of intervention through EDUKEY software, as well as internal attainment data analysis	HoF –Eng and Maths	Nov 2018 Aug 2019
Total budgeted cost					£53810

iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Higher aspirations for PP students affects attainment and progress in all subjects	All PP students receive a careers interview prior to making KS4 option choices Careers education (IAG) takes place in all year groups	Education Endowment Fund (Teaching and Learning toolkit - Aspiratopm	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	Nov 2018 Aug 2019
Total budgeted cost					£3253

6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.

The strategies and approaches, as well as the planned expenditure, for this year's strategy have been devised after an external Pupil Premium Review in May 2018.

An action plan was devised from this which itemised the outcomes and approaches of each strategy and how the budget would be allocated. An external follow-up review will be conducted in November 2018 to assess the early impact of this new PP strategy.