

## Aldworth School Pupil Premium Review and Strategy Statement

1. Summary information					
School	Aldworth School				
Academic Year	2017/18	Total PP budget	£192,109	Date of most recent PP Review	Feb 2018
Total number of pupils	974	Number of pupils eligible for PP	231 (23.7%)	Date for next internal review of this strategy	Sept 2018

2. Barriers to future attainment (for pupils eligible for PP, including high ability)	
<b>In-school barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
A.	Attitudes to learning – low aspirations and low self-esteem.
B.	Few opportunities to develop social and emotional skills through enrichment and extra-curricular opportunities.
<b>External barriers</b> ( <i>issues which also require action outside school, such as low attendance rates</i> )	
C.	Parental engagement
D.	Attendance issues – children do not attend or are late for school.

3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	To close the gap in achievement through improving progress for students in receipt of pupil premium so that it is similar to that of other students with the same starting point	<ul style="list-style-type: none"> <li>Progress 8 Gap Summer 2018 to be reduced to -0.49 from -0.69.</li> <li>PP students to improve overall progress 8 and attainment 8.</li> </ul>
B.	To improve access to enrichment and extra-curricular opportunities	<ul style="list-style-type: none"> <li>Gap in extra-curricular participation closes by 5%.</li> </ul>
C.	To increase levels of parental engagement, year on year.	<ul style="list-style-type: none"> <li>Attendance to parents' evenings. All PP parents to attend at least 50% of all events offered.</li> </ul>
D.	To close the gap in attendance and exclusions	<ul style="list-style-type: none"> <li>Reduction in gap between PP and Non-PP attendance from 4% to 3% and reduction of gap between exclusions to 0.</li> </ul>

4. Planned expenditure – updated April 2018						
Academic year	2017/18					
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.						
Desired outcome	Chosen action / approach	What is the Rationale for choosing this action?	What evidence will you provide for this action?	How will you ensure it is implemented well?	Staff lead	When will you review?
<b>To sustain the high profile in closing educational gaps for students in receipt of pupil premium amongst all staff</b>  *New item	Embed all school systems in place - (Teaching & Learning, marking & feedback, knowing students, extra- curricular - enrichment activities, parental contact, resources and intervention).	All staff will be reminded of the importance of ensuring that PP students are securing appropriate progress in line with all students.	PP impact to quality of provision document on website	Observations *PP Provision map Learning walk checks	SLT JKP Middle Leaders Teachers	Termly
	All staff have performance management target linked to closing the gap in achievement for each class they teach.	Raises the importance of ensuring progress for ALL.	SLT line managers through line management meetings following monitoring.	All staff are held to account for closing the gaps between PP and non-PP students in all of their classes. (Distributed responsibility) to promote accelerated progress for those underachieving and for the most able.	GMS	Termly
	Regular sharing of DA assessment data in middle leader meetings, senior team meetings, governors and in Headteacher's report.	The profile of PP attendance & progress is highlighted along with key successes to demonstrate progress in our aims. Increased Governor awareness impact & value of spend.	Case studies of student who are excelling including all support offered.	Year Leaders & SLT to review termly.	DME, SLT JKP HOD/DCL	Termly
	<b>Total budgeted cost</b>			£77,868		

Desired outcome 1.	Chosen action / approach	What is the Rationale for choosing this action?	What evidence will you provide for this action?	How will you ensure it is implemented well?	Staff lead	When will you review?
<b>To close the gap in achievement</b>	Introduction of the FlexiPOD provision for supporting our vulnerable students. Working closely with students, parents and staff to make the provision as successful as it can be.	To support all students who have different types of vulnerabilities manage their day at school.  To improve the attendance and outcomes of vulnerable PP students and thereby improve progress.	Progress data post placement will show improvements. Attendance for those key students will show improvement so that whole school attendance for PP will rise to above 92%.	Clear boundaries from the start set by JKP. Modelling good practice. Small team of people working with the most vulnerable students we have. Structured systems, routines and processes. Keep students involved in decision making about the space.  Aim to appoint a Centre Manager moving forward into 2018/19	JKP initially.	Termly
	<b>Total budgeted cost</b>		(Staffing for interventions) £15,386			
	Year 11 Residential Revision Weekend – target groups DA and underachieving more able students	To equip students with the appropriate revision tools in addition to what they receive in lessons in order to be able to do more structured revision during Easter.	Feedback from student questionnaires on success of weekend. Success stories/case studies of significant progress since the revision weekend. GCSE outcomes.	Very structured preparation and planning was very thorough and structured.  Regular meetings with staff on the trip to discuss format, content, purpose and how we would demonstrate impact.	CPN	April – Following the trip in preparation for next year.
	<b>Total budgeted cost</b>		£2,500			
	English and Maths TA's working with Pupil Premium students for weekly sessions with PP students.  Additional PP tutor for English	Achievement gaps between PP and non-PP students in English and Maths will close further.	Classroom observations showed effective practice of use of LSA's in classes. Outcomes for PP students in English will show better progress.	All SLT Line managers will monitor through their areas of leadership. JKP/DCL's to monitor and track progress after each data drop.	TA's, RHL, CPN, DGS, JBL, JKP, DCL's, DME	Termly
	ELSA support.	Improve behaviour and attendance of key students.	ELSA Impact report gives evidence of improved attendance, self-esteem, behaviour point reduction, attitude to learning.	Regular/Weekly meetings to monitor processes are in place. Sharing of timetable of students receiving support, shared with year leaders to ensure no duplicated intervention. Currently ELSA sees 26 students per week, 13 of whom are considered DA.	YHS	Termly

	Yr 11 targeted intervention sessions Monday PSHE sessions and tutor sessions in am registration. Yr 11 SLT mentoring.	To provide extra curriculum time for departments. To provide focused guidance for key PP/DA students	GCSE outcomes for PP students. Improved attendance at examinations & soft data about improved confidence in students with a wider variety of revision techniques.	Line management & SLT links DME & JKP oversight	HOD's SLT, DME, JBL, JKP	Termly
	<b>Total budgeted cost</b>		(Staffing for interventions) £32,220			

Desired outcome 1 continued.	Chosen action / approach	What is the Rationale for choosing this action?	What evidence will you provide for this action?	How will you ensure it is implemented well?	Staff lead	When will you review?
<b>To close the gap in achievement</b>	Identify and secure appropriate interventions that meet the needs for all DA students through student surveys. Use of Mint Class to add detail and depth of knowledge for teachers of where additional support is needed.	Learning barriers are clearly identified and shared with teaching staff. Barriers therefore removed. More personalised planning for PP students.	Planning folders will show clear focus on DA students in setting individualised learning objectives.	Ongoing monitoring and appropriate intervention by teachers, DCL's, tutors and Year Leaders.	JKP, CPN, HOD's	Termly
	<b>Total budgeted cost</b>			£1,250 (Mint Class costs)		
	PP students to receive equipment and resources to support their learning in addition to receiving support with uniform. Students to have access to online learning systems.	Where there is financial need in a family the school responds. Provide a place for students to use online learning.	Removed barriers to ensure improved attendance and readiness for learning in lessons. Case studies available.	Termly monitoring through PP report. GCSEPod, Sam Learning, My Maths, Show My Homework.	Year Leaders, ESH, class teachers, JKP	Termly
	<b>Total budgeted cost</b>		(Online learning) £8,500 (Resources) £2,500 – Total £11,000			

Desired outcome 2.	Chosen action/approach	What is the Rationale for choosing this action?	What evidence will you provide for this action?	How will you ensure it is implemented well?	Staff lead	When will you review?
<b>To close the gap in attendance and exclusions</b>	Weekly monitoring of attendance and behaviour of PP students	To close the gap in attendance and behaviour for PP students is closed.	Exclusion comparative data, attendance comparative data. Case studies.	Monitored by ESH in weekly attendance meetings with Year leaders. Supported by JKP.	Year leaders, ESH, JKP	Weekly meetings LMM's – senior Year leader.
	Year Leaders are set PM target for closing the gap in attendance	Attendance of PP students will increase and gap decrease.	Minutes of meetings. Attendance records. Case studies.	Target set by PM target setting deadline. Reviewed as per PM process by line manager. Attendance to be reviewed monthly in LMM.	JKP, ESH and Year leader	Bi-annually
	Staff training/tutor workshops on the difficulties DA pupils face on a day to day basis. Ongoing updates to situations students are dealing with.	Extend skills and increase empathy of staff about emotional needs of our students. Better provision = improved outcomes.	Staff voice – learning achieved & quality of training. Planning for lessons and tutor times will show improved differentiation of needs.	Regular updates from Pastoral team on key individuals. DA students will feel more comfortable learning with a wider range of teachers and learning will be improved. Students will feel safe in all learning environments.	Pastoral team, JKP Key support staff.	As per school calendar.
	<b>Total budgeted cost</b>			<b>(Pastoral Staffing) £32,700</b>		

Desired outcome 3.	Chosen action/approach	What is the Rationale for choosing this action?	What evidence will you provide for this action?	How will you ensure it is implemented well?	Staff lead	When will you review?
<b>To improve access to enrichment and extra-curricular opportunities</b>	Tracking of student involvement in extra-curricular	To offer PP students a wider life experience.	Registers. Improved participation from PP students. Student voice.	Extra-curricular monitored by PE dept weekly. Student leadership monitored by	PE dept staff	Termly
	Financial support for PP students to attend school visits	Increase opportunities to broaden life experiences.	Increase in attendance of PP students on trips. Improved attitude to learning in the trip subject upon return.	Monitored by JKP in termly PP reports.	JKP, HODs, Finance	Termly
	<b>Total budgeted cost</b>		Financial assistance £3,000			
	PP students to be targeted with specific careers advice and guidance. External adviser.	Provide a clearer view of opportunities available. Targeted careers advice for PP students.	Improved aspirations leading to improved GCSE outcomes.	KRY to monitor through termly careers monitoring.	KRY, ESH  JKP	Termly
	<b>Total budgeted cost</b>		Careers Advisors £9,125			
Desired outcome 4.	Chosen action/approach	What is the Rationale for choosing this action?	What evidence will you provide for this action?	How will you ensure it is implemented well?	Staff lead	When will you review?
To increase levels of parental engagement for students in receipt of pupil premium.	Attendance of parents of PP students at all school events to be monitored and tracked using SIMs.	To improve parental attendance to evenings and other events - removing barriers.	Attendance to Parent events.	Monitored by tutors & Year leaders in advance of each parent event.	Tutors, Year leaders CWG	After each event
<b>Total budgeted cost</b>		Pastoral staffing £ 7,450				
<b>Total anticipated spend for 2017/18</b>		<b>£192,499</b>				