

## Aldworth School Pupil Premium Impact Report

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?	Impact	RAG																		
<b>To sustain the high profile in closing educational gaps for students in receipt of pupil premium amongst all staff</b>	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.	<p>The attainment and progress. gap have closed significantly for PP students. In all areas for the 2017/18 cohort.</p> <table border="1"> <thead> <tr> <th></th> <th>4+En</th> <th>4+Ma</th> <th>4+EnMa</th> <th>Av P8</th> <th>Av A8</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>-31</td> <td>-27</td> <td>-33</td> <td>-0.45</td> <td>-1.31</td> </tr> <tr> <td>2018</td> <td>-21</td> <td>-25</td> <td>-26</td> <td>-0.19</td> <td>-0.91</td> </tr> </tbody> </table>		4+En	4+Ma	4+EnMa	Av P8	Av A8	2017	-31	-27	-33	-0.45	-1.31	2018	-21	-25	-26	-0.19	-0.91	Green
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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.	<p>This is a clear demonstration that the work that has gone on in departments and as a school on helping PP students perform to their potential is working and making a difference</p> <p>We set a target above for the overall Progress gap to reduce to -0.49 from -0.69 the previous year. And we have done this and more as it has closed to -0.27 which is a significant improvement 0.42</p>	Green																			
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.	<p>This has been successful this year to a point, but needs to be done more regularly. With a new provision mapping system called EDUKEY due soon, this will be much easier to do and more regularly and is much more user friendly than previously.</p> <p>The new system will be accessible to all so all areas will be aware of the key information at all times. It will be updated by all persons responsible for their interventions, making the information more accurate.</p>	Yellow																			
<b>Total budgeted cost</b>			£77,868																			

Desired outcome 1.	Chosen action / approach	What is the Rationale for choosing this action?	Impact	RAG												
<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.	<p>During 2017/18, one of the uses for the FlexiPOD was to support Year 11 learning. We had 19 Yr 11 students who used the FlexiPOD on a weekly basis. This was for a variety of reason.</p> <ul style="list-style-type: none"> <li>• 16 of these were timetabled for one option block to help them focus on their other subjects.</li> <li>• 1 was a long-term medical issue and if the FlexiPOD provision had not been available they would have not been in school</li> <li>• 2 were due to increased anxiety from Feb half term</li> </ul> <table border="1" data-bbox="1055 496 1839 655"> <tr> <td>19 students</td> <td>No.</td> <td>%</td> </tr> <tr> <td>Grades improved from Autumn monitoring</td> <td>9</td> <td>47</td> </tr> <tr> <td>Grades were maintained from Autumn monitoring</td> <td>8</td> <td>42</td> </tr> <tr> <td>1 subject grade dropped from Autumn monitoring</td> <td>2</td> <td>11</td> </tr> </table> <p>This has demonstrated that the students were able to use the FlexiPOD provision to their benefit on the whole. Had they remained in all options, they risked the chance of not performing as well across their subjects. This is being used for this purpose again this year.</p> <ul style="list-style-type: none"> <li>• In addition to the year 11 information above, there were a total of 52 students across Year 7 – 10 who accessed the FlexiPOD for a variety of reasons. These students were provided with a consistent provision to support their learning which not only helped get them into school but also helped them re-engage them with their learning.</li> <li>• With having a Flexipod Manager in 2018-19 academic year we will certainly be able to monitor more accurately the attendance, attitude to Learning and progress of those students attending the Flexipod.</li> <li>• This provision has proven in its first year that it has the potential to be an exceptional resource to the school and our vulnerable students.</li> </ul>	19 students	No.	%	Grades improved from Autumn monitoring	9	47	Grades were maintained from Autumn monitoring	8	42	1 subject grade dropped from Autumn monitoring	2	11	Yellow
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<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.	<p>22 PP students and 39 non PP students attended the residential weekend. I have highlighted below the areas where key progress was made and in which category.</p> <table border="1" data-bbox="1046 1283 1944 1437"> <thead> <tr> <th>Headline successes for PP from Residential</th> <th>Actual grade</th> <th>Y11 Spring Pred</th> </tr> </thead> <tbody> <tr> <td>Students Achieving 9-7 in English</td> <td>6</td> <td>3</td> </tr> <tr> <td>Students Achieving 9-7 in Maths</td> <td>1</td> <td>0</td> </tr> <tr> <td>Students Achieving 9-5 in English and Maths</td> <td>8</td> <td>7</td> </tr> </tbody> </table>	Headline successes for PP from Residential	Actual grade	Y11 Spring Pred	Students Achieving 9-7 in English	6	3	Students Achieving 9-7 in Maths	1	0	Students Achieving 9-5 in English and Maths	8	7	Green
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		<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.		In 2017/18 the PP support in English and maths was not where we wanted it to be due to significant changes in the departments and redeployment. Next year the Lead Practitioners will be identifying and tracking interventions and support within their respective departments to ensure that the right students are being supported at the right times.  The additional tutor in English proved to boost the morale and self-esteem of the classes that he worked with enabling the students to believe in themselves. All students turned up to all the exams which in the past has been an issue. This did not happen this year.																							
ELSA support.	Improve behaviour and attendance of key students.		During 2017-18 the ELSA worked with 71 students, 27 of whom were PP. 9 Yr 7's, 5 Yr 8's, 5 Yr 9's, 5 Yr 10's and 3 Yr 11's.  14/27 (52%) of PP student's attendance improved with the support with ELSA sessions ranging from 0.3% increase to 19% increase in attendance with 79% of those (11/14) making an improvement of 3% or more.  Where attendance did not improve there were significant additional factors that affected their attendance such as a period of illness or an exclusion.  From a behaviour perspective, 20/27 (774%) of PP students maintained their good behaviour or improved their poor behaviour from the time they started receiving support and guidance from the ELSA.																							

	<p>Yr 11 targeted intervention sessions Monday PSHE sessions and tutor sessions in am registration. Yr 11 SLT mentoring.</p>	<p>To provide extra curriculum time for departments. To provide focused guidance for key PP/DA students</p>	<p>This analysis is based on the group of <b>24</b> students, who had been identified as being at risk of underachieving in English and or Maths in particular.</p> <table border="1" data-bbox="1046 217 2018 764"> <thead> <tr> <th data-bbox="1046 217 1662 325">Priority focus for mentoring</th> <th data-bbox="1662 217 2018 325">Number of students achieving</th> </tr> </thead> <tbody> <tr> <td data-bbox="1046 325 1662 399">Students Achieving 9-4 in English and Maths</td> <td data-bbox="1662 325 2018 399"><u>12</u></td> </tr> <tr> <td data-bbox="1046 399 1662 472">Students Achieving 9-4 in English</td> <td data-bbox="1662 399 2018 472"><u>14</u></td> </tr> <tr> <td data-bbox="1046 472 1662 545">Students Achieving 9-4 in Maths</td> <td data-bbox="1662 472 2018 545"><u>14</u></td> </tr> <tr> <td data-bbox="1046 545 1662 619">Student achieving 9-5 in English and Maths</td> <td data-bbox="1662 545 2018 619"><u>6</u></td> </tr> <tr> <td data-bbox="1046 619 1662 692">Students Achieving 9-5 in English</td> <td data-bbox="1662 619 2018 692"><u>9</u></td> </tr> <tr> <td data-bbox="1046 692 1662 764">Students Achieving 9-5 in Maths</td> <td data-bbox="1662 692 2018 764"><u>7</u></td> </tr> </tbody> </table> <ul data-bbox="1099 807 1973 938" style="list-style-type: none"> <li>• Over <b>all</b> subjects a quarter of a grade improvement from the spring predictions was achieved on average</li> <li>• Total P8 for the group was negatively affected by a number of students who drastically underachieved despite the mentoring and interventions</li> </ul> <p data-bbox="1055 967 1991 1042">The mentoring can be highly effective, but not with all students. The lesson is to quickly identify who it is working with, and where it isn't working reassign mentors to other students – <i>there is a limited mentoring capacity.</i></p> <p data-bbox="1055 1070 1991 1121">We aim to ensure that next year the priority for students to receive mentoring is more focussed and streamlined for the students to get the most out of the provision.</p>	Priority focus for mentoring	Number of students achieving	Students Achieving 9-4 in English and Maths	<u>12</u>	Students Achieving 9-4 in English	<u>14</u>	Students Achieving 9-4 in Maths	<u>14</u>	Student achieving 9-5 in English and Maths	<u>6</u>	Students Achieving 9-5 in English	<u>9</u>	Students Achieving 9-5 in Maths	<u>7</u>	
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		<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?	Impact	RAG
To close the gap in achievement	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.	The use of Mint Class is key to the success of supporting students in the best possible way. Information is fed through to staff on a day to day basis which enables staff to be up to date with the best way to support each student. Departments put in place a range of differentiated interventions to support all learners with specific intervention sessions for DA students to help them feel less vulnerable. In 2018/19, 2 <sup>nd</sup> 's in department will be monitoring this on a department level for more accurate information on the success of each intervention.	
	<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.	Having the correct equipment enables students to access the learning at all times. It removes the barriers some DA students face every day. Providing homework club and the library as venues for after-hours learning, enables those students without the technology at home to complete their additional learning tasks and access all of the online learning platforms available.	
	<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?	Impact	RAG																		
<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 of PP students.	<p>Please see the table below for PP and Non PP attendance comparison.</p> <table border="1"> <thead> <tr> <th></th> <th>No. PP</th> <th>% PP</th> <th>No. Non PP</th> <th>% Non PP</th> <th>Diff %</th> </tr> </thead> <tbody> <tr> <td>2017-18</td> <td>246</td> <td>90.92</td> <td>769</td> <td>95.75</td> <td>4.83</td> </tr> <tr> <td>2016-17</td> <td>260</td> <td>92.06</td> <td>738</td> <td>95.96</td> <td>3.9</td> </tr> </tbody> </table> <p>The attendance this academic year dipped for PP students. During the analysis of this data, whilst there are less PP children in all, there were more individuals with significant attendance, behaviour and needs that have affected our figures this year. This is a key focus for our Year Leaders next year to improve PP attendance significantly.</p> <p>Regarding Exclusions – in 2017 -18 the exclusion for PP students reduced by 2% on the previous year from 29% in 2016-17 to 27% in 2017-18.</p> <p>The use of the Flexipod has enabled us to put more focussed differentiated support strategies in place to help those young people with poor behaviour to rectify the behaviours before they get out of hand which often leads to exclusion.</p>		No. PP	% PP	No. Non PP	% Non PP	Diff %	2017-18	246	90.92	769	95.75	4.83	2016-17	260	92.06	738	95.96	3.9	Yellow
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Year Leaders are set PM target for closing the gap in attendance	Attendance of PP students will increase and gap decrease.	Year leaders have been working with the persistent absent families in the latter part of the year. By identifying these students on a weekly basis, it enabled the Year Leaders to make more direct contact with these families to try to foster positive relationships with them leading into next year. This is a key focus for 2018-19 to ensure that PP attendance shifts in a positive direction, removing barriers to attendance from all stakeholders.	Green																			
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.	<p>Delivering tutor workshops on key difficulties some of our student's face has really enabled the staff to empathise with them. The feedback from staff following workshop sessions shows that 95% of staff prefer that method of training. Staff have taken the guidance and information shared and have used it to provide much better quality first teaching to all groups resulting in better outcomes, as proven by the improvement in DA P8 and A8 scores.</p> <table border="1"> <thead> <tr> <th></th> <th>Av P8</th> <th>Av A8</th> </tr> </thead> <tbody> <tr> <td>2017</td> <td>-0.45</td> <td>-1.31</td> </tr> <tr> <td>2018</td> <td>-0.19</td> <td>-0.91</td> </tr> </tbody> </table>			Av P8	Av A8	2017	-0.45	-1.31	2018	-0.19	-0.91										
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<b>Total budgeted cost</b>			(Pastoral Staffing) £32,700																			

Desired outcome 3.	Chosen action/approach	What is the Rationale for choosing this action?	Impact	RAG
To improve access to enrichment and extra-curricular opportunities	Tracking of student involvement in extra-curricular	To offer PP students a wider life experience.	Currently tracking is done by a member of the PE department. Data shows that not enough DA students are taking part in extra-curricular activities as we would like. There is an issue with timing and additional responsibilities that some students have which makes attending after school sessions difficult.	
	Financial support for PP students to attend school visits	Increase opportunities to broaden life experiences.	This has increased this year due to us raising the profile of support available on our website, offering to support with a percentage of the overall cost. More families have requested a little support and this way we have been able to help more families across the year.	
	<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.	All PP students received a set careers interview and whilst this was helpful, some DA students require more guidance. I would like for us to be able to offer all DA students an initial careers interview then follow-up meetings to help them make secure decisions about their future. This coming year, all DA students will have Morrisby testing which gives them a careers profile and supports them through the year.	
	<b>Total budgeted cost</b>		Careers Advisors £9,125	
Desired outcome 4.	Chosen action/approach	What is the Rationale for choosing this action?	Impact	RAG
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.	Whilst this year we have tracked parental attendance to school events, I would like us to be more proactive in supporting those parents who do not attend events, to become more engaged in their children's learning. We will be much more proactive this coming year to ensure that this improves.	
<b>Total budgeted cost</b>		Pastoral staffing £ 7,450		
<b>Total anticipated spend for 2017/18</b>			£192,499	