



Astley Community High School - Pupil Premium Information - 2016-17 Review and 2017-2018 Strategy

1. Summary information			
Total number of pupils	373	Number of pupils eligible for pupil premium funding	105 (28.2% of total on roll)
Number of pupil premium children in each year group: Y9=39; Y10=34; Y11=32; LAC=3 (all Y9); Armed Forces=3; Disadvantaged SEN=22 (46.8%)			
Total pupil premium budget:	£117,300	Amount per pupil: Y9/10/11=£935; Armed Forces=£300; CLA=£1,900	
Date of external pupil premium review: tbc		Dates of internal termly reviews: 28 November 2017; 20 March 2018; 10 July 2018	

2. End of Key Stage 4 (Year 11) 2017 progress KS2 to KS4 and attainment										
		Cohort	Progress 8	English element	Maths element	Ebacc element	Open element	Attainment 8	English and Maths grade C or above	English Bacc grade C or above
2017 Unvalidated	All pupils	144	-0.26	-0.32	-0.33	-0.12	-0.31	41.73	52.78	66.67
	Disadvantaged	42	-0.68	-0.78	-0.51	-0.52	-0.87	32.42	26.09	36.96
	National other	98	-0.06	-0.11	-0.25	0.07	-0.04	46.1	65.31	80.61
	GAP			-0.67	-0.26	-0.59	-0.83	-13.68	-39.22	-43.65
	High attaining disadvantaged	11	-1.14	-1.34	-1.00	-1.00	-1.22	44.5	54.55	63.64
	National other									
	GAP									

3. End of Key Stage 4 current Year 11 and Year 10 predictions

		Cohort	Progress 8	English element	Maths element	Ebacc element	Open element	Attainment 8	English and Maths grade C or above	English Bacc grade C or above
2018 Y11 predictions	All pupils	112		-0.29	-0.66	-0.47	-0.2	45.82	66.37	75.22
	Disadvantaged	33		-0.36	-0.66	-0.50	-0.27	39.18	48.48	66.67
	National other									
	GAP									
	High attaining disadvantaged	11		-0.43	-1.3	-1.01	-0.79	52.68	81.82	90.91
	National other									
	GAP									
2018 Y10 predictions	All pupils	123		-2.8	-0.85	0.07	0.45	43.5	61.79	0
	Disadvantaged	21		-2.71	-1.19	0.03	0.38	32.89	27.78	0
	National other									
	GAP									
	High attaining disadvantaged	5		-3.76	-1.48	-1.3	-0.47	46.1	80	0
	National other									
	GAP									

4. Barriers to future attainment for pupil eligible for pupil premium funding in 2017-2018	
A.	The attendance of our disadvantaged pupils is not meeting school targets
B.	Some parents do not support home learning well and do not engage with school in supporting their children.
C.	The proportion of disadvantaged children meeting expected standards in Reading, Writing AND Maths at the end of KS3 is too low.
D.	The proportion of disadvantaged children achieving positive Progress 8 scores is too low.
E.	Low self-esteem and low aspirations of some disadvantaged children.

5. Outcomes and success criteria for Summer 2018	
A.	Teaching: To increase the percentage of good and outstanding teaching to 100% and improve the impact of “catch up and stay up” interventions for pupil premium students so that outcomes B, C and E are achieved. 40% of teaching to be outstanding.
B.	End of KS3: The gaps in progress and attainment in Maths, Reading and Writing between the school’s disadvantaged pupils and others nationally are substantially reduced.
C.	End of KS4 : Our disadvantaged children achieve positive Progress 8 , English and Maths scores.
D.	Attendance: The attendance rate of pupil premium students to improve from 85.7% to at least 95.5% by July 2018. The persistent absent rate of pupil premium students to improve from 37.8% to below 10% by July 2018.
E.	To significantly improve the attainment and progress of our most able pupil premium students: KS3 - the most able disadvantaged students show a higher proportion of attainment at ‘greater depth’ than previously; KS4 - high attaining disadvantaged students to achieve positive Progress 8 and Attainment 8 scores, and the gap between our disadvantaged students and others nationally closes significantly.

6. Planned expenditure 2017-2018

i. Strengthen the quality of teaching.

Total budgeted cost = £35,000

Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
To ensure that all teaching staff are regularly monitoring the interventions and strategies they are using to support the disadvantaged students in their lessons.	Any interventions must be added to the Marksheet in SIMS and kept up to date by all staff. Staff to analyse these following each data pull to check validity and impact and revise if necessary.	Staff need to be aware of their responsibility in raising the attainment and progress of the disadvantaged and the need for them to regularly review their practice.	Regular monitoring of Marksheet through Pupil Passport meetings and updates as well as data analysis following collection of data.	ADa	
To provide all teaching staff with a structured teaching and learning programme focused on sharing good practice, developing new strategies to improve practice and ensuring consistency and progress.	All staff will be directed to attend all sessions and contribute appropriately. Coaching pairs set up and follow a set program of sessions. Working parties set up to look at new strategies and share them whole school. Faculty groups to develop T&L within their specific areas Whole school T&L led by Middle Leaders, UPS teachers and SLT.	Staff need to understand the importance of updating and improving their practice in line with areas for development following monitoring of teaching.	Regular feedback from T&L sessions and working parties to be discussed and analysed at SLT level. Monitoring of T&L. Appraisal process - some staff have appraisal targets directly related to their participation in delivering T&L sessions.	AI	

ii. Targeted support for pupil premium children.				Total budgeted cost = £50,300	
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
To improve access to examination questions in foundation subjects by focussing on literacy requirements.	Structured support in revision sessions to ensure students are taught how to read and breakdown exam questions in order to understand what is being asked of them. Focused sessions just on reading and understanding questions. Create more opportunities for students to practise questions both in and out of examination conditions.	QLA has shown that students fail to gain marks on the more wordy questions which require a certain language ability to access them.	Regular assessment of students along with monitoring of results and predicted grades. Staff training if required.	LSG	
To increase the percentage of PP students who actively take part in DEAR sessions each week in an attempt to increase enjoyment and engagement in reading and ultimately increase reading ages.	Encouragement through library sessions and rewards for active engagement. A wide variety of appropriate reading material is available for those who do not have access to books from home. Supported literacy/reading sessions set up for those who are persistently not engaged.	Regular reading of appropriate material is much more engaging for students. The more they read, the better their understanding of language becomes and their vocabulary and knowledge will grow.	Reading age tests done at appropriate times. Monitoring of DEAR sessions to ensure engagement.	MC	
<u>MOST ABLE</u> To ensure the MA disadvantaged pupils receive focussed teaching and support in order for them to reach the challenging, aspirational targets set for them.	Set up a program of promoting 'Growth Mindset' across the school ensuring our MA disadvantaged are kept at the forefront of activities and strategies. More focussed celebration of achievement of MA students again ensuring the disadvantaged are included each cycle.	All staff need to acknowledge that some of our MA students are also disadvantaged and recognition of that is important. Celebrating achievement boosts self-esteem.	Continuous tracking of all MA students and discreet monitoring of the MA disadvantaged to ensure any issues are being acted upon.	AI	

iii. Other approaches to raise the attainment and progress of pupil premium children.		Total budgeted cost = £32,000			
Desired outcome	Actions	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Impact
<p><u>ATTENDANCE</u> For the attendance of disadvantaged pupils to meet school targets consistently</p>	<p>Earlier intervention and actions for pupils with a history of poor attendance or whose attendance begins to drop to concerning levels. This will include involving parents at an earlier stage than previously.</p>	<p>PP attendance is still not at an acceptable level. More needs to be tried to be proactive when concerns begin to appear rather than reactive once levels of attendance have become unacceptable.</p>	<p>Weekly monitoring of all student attendance and liaison with relevant stakeholders.</p>	<p>GS</p>	
<p><u>ENGAGING PARENTS</u> For all parents of Year 9 disadvantaged pupils to support school in the completion of pupil passports.</p>	<p>SLT to contact parents of Year 9 parents (rolling programme over next 3 years) and arrange a meeting to complete the pupil passport for disadvantaged pupils.</p>	<p>To engage parents in working with school to ensure all of the necessary support is actioned. Once parents feel comfortable in visiting school, they may engage more in parents evenings and other in school events.</p>	<p>Collection of completed passports by October half term for monitoring and quality assurance.</p>	<p>ADa</p>	
<p><u>RAISE ASPIRATIONS</u> For more of the disadvantaged pupils to have opportunities to participate in IAG and other extra-curricular activities.</p>	<p>Develop a programme of activities that ensure disadvantaged pupils have the opportunity to become involved in enrichment and extra-curricular activities. Consider how PPG can be used to support those who live further afield and struggle with transport for after school clubs.</p>	<p>Pupils build self-esteem and motivation to improve when they are able to try activities which take them out of their comfort zone and when they feel valued.</p>	<p>Track participation through intervention/strategy spreadsheet.</p>	<p>SLT</p>	

7. Review of expenditure for previous academic year 2016-2017

i. Quality of teaching for all: to improve the percentage of good and outstanding teaching. Total budgeted cost = £50,000

Desired outcome	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To reduce class sizes in maths and English to ensure students have more individualised learning and more direct support from the subject expert.	To employ enough subject specialist staff to ensure a split of classes that facilitates smaller group sizes.	Improved impact on all students considering the new GCSE course and assessment system.	Continue for at least another year to measure sustained impact.
To ensure staff in English and Maths are prepared and trained to teach, assess and monitor progress in the new GCSEs.	To engage staff in relevant courses, meetings with other schools and sharing good practice. Provide extra support if requested.	Teachers felt as prepared as they could and results were positive considering first year of implementation.	One new member of staff in English department may need training/support to be ongoing.

ii. Targeted support for pupil premium children.			Total budgeted cost = £45,000
Desired outcome	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To set up breakfast and after school and holiday revision skill sessions in lead up to exams.	Ensure staffing levels are high and organise remuneration where necessary. Organise budget for resources including food and drink. Organise access to facilities.	Positive feedback from staff, students and parents. Results for those in attendance show a positive trend.	High level of contact home required to engage PP students and parents. Will continue but investigate further how to engage more students.
To set up literacy interventions for those students who on entry have poor reading and spelling ages as well as other identified literacy difficulties.	Employment of Band 4 Learning Support Assistant with training and expertise in literacy to deliver set interventions, plan, track and review sessions and assess students where necessary, providing detailed feedback to the SENDCo.	Good impact seen, especially in Year 9 and 10. Poorer engagement in year 11. For particularly weak students, gains are marginal and skills not always transferred from sessions into everyday lessons.	There is a need to continue this due to the low levels of some students. Investigate further if there are any other programmes which may have more significant gains.

iii. Other approaches to improve the attainment and progress of pupil premium children. Total cost = £28,500			
Desired outcome	Actions	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)
To give all Year 9 PP students the opportunity to attend the school's outdoor centre at Milkhope to help promote resilience and self-esteem as well as a sense of belonging.	Ensure all PP families are aware that school would assist with any costs incurred in the students attending the trip. Make phone calls home and have meetings with those students and their families of those who do not return replies to say they would like to go to investigate possible reasons.	Although not all PP students attended, those who did enjoyed the experience and felt a great degree of success in facing up to the challenges set during the trip.	This is an initiative that we plan to have ongoing, continuing to develop relationships with families in order to increase the proportion of PP students who attend each year.
To develop working better working relationships with the EWO service in order to increase PP attendance.	To hold more regular meetings with the EWO and plan and carry out a variety of initiatives to support PP attendance, including attendance panels and home visits of those children not in school.	Last academic year there were still negative gaps between our PP and non PP attendance, Year 11 being the largest. However, by the end of the academic year the gaps for Year 10 and 11 were narrowing.	Still needs much work, we plan to continue the close, better working relationship and hope to build on this in order to narrow the gaps further.

8. Additional detail

For additional information and evidence relating to this strategy statement please see our pupil premium policy and our School Development Plan for 2017-2018.