

St Aidan's Church of England High School

The Pupil Premium 2019-2020

Key Priority:

Pupil Premium is additional funding intended to support our students currently on or who have, in the previous 6 years received, free school meals. Children who are looked after young people, or who have been and are now adopted also qualify for a pupil premium plus allocation. In addition we receive funding for Service Children.

Executive Leader:

Headteacher working with Deputy Headteacher and Assistant Headteachers with designated role for monitoring.

What we expect to see:

Targeted additional support strategies resulting in every student, however financially disadvantaged, being able to:

- Improve their levels of attainment and progress
- Fully access the Cultural Capital
- Support students with parents in the armed forces

The PPG per pupil rates are:

Ever 6 FSM (except where the pupil is allocated to the LAC or post-LAC premium)	£935
Looked-after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority	£2,300
Children who have ceased to be looked after (post-LAC) by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order	£2,300
Pupils in years 7 to 11 recorded as Ever 6 service child or in receipt of a child pension from the Ministry of Defence	£300

Further details of the background to the Pupil Premium grant can be found at the [Department of Education's website](#).

Evaluation of 2018-19 situation and action plan

In the academic year 2018-19 we received a Pupil Premium grant totalling £132,019. The projected grant for 2019-20 £143,707. Pupil premium is received in regular instalments and these funds are in addition to the main school budget (the General Annual Grant). The predicted spend for 19/20 is £159,673.

Pupil premium has been used in a variety of ways to support the students concerned. We have researched and used best practice from:

- The Education Endowment Foundation used to guide us in the top interventions to use for disadvantaged pupils.*
- Adoption support agencies.*
- Evidence from other schools.*
- Teaching Schools Council*

We have supported staff with information about the pupils, and guidance on what they can do for pupil premium students in their classes. There is continuous monitoring of Pupil Premium students as they move through the school and we constantly alter our interventions. We encourage children to take advantage of every opportunity afforded them, including school trips and extra-curricular activity. This has made a huge difference to their engagement with the school and therefore their progress, and it is with this in mind that we have supported many pupil premium students to take

part in school trips. As the children have progressed up the school we have made sure that we intervened when their work fell below target, by support from 1-to-1 tuition, learning resources and mentoring. We are trying to ensure our PP students are given the advantages they would have if their family circumstance were without disadvantage. No single intervention provides a complete solution to every student and so a combination of approaches is used with each individual.

We use the funding in the following way:

High expectations

We expect all students to engage fully with school and to be involved in the wider life of school, in addition to making excellent academic progress. Regular opportunities are offered to all students and those from socially disadvantaged groups are identified and targeted for support.

High Quality Teaching and Learning

High quality teaching and learning high quality pedagogy is critical to reducing disadvantage and we understand that this means making available meaningful, targeted and ongoing CPD with a sound evidence base. The work of the EEF is used in identifying the most successful and efficient interventions to support our 'normal' excellent classroom practice. 'Wave one' interventions are understood and in place (see Pupil Premium book). Other 'wave 2' interventions include:

- Support with tuition to boost performance in a particular subject area.
- Support with English and Maths catch up.
- Additional support during revision including resources (e.g. revision guides).
- Additional support with resources crucial to the curriculum (e.g. equipment for GCSE Art or Technology)
- Homework and Get Organised clubs.
- Individual intervention strategies.
- Progress champions.

Curriculum Support

We have dedicated learning sites supported by a teacher, HLTAs and TAs. The dedicated sites are Learning Support, ILC and FLC. Teaching, HLTAs and TAs staff work 1:1 with individuals on life skills, literacy, numeracy and support for external exams. The school has appointed a KS4 and KS3 learning mentor and we have also constructed a new Independent Learning Centre area for September 2017. PP gives school the flexibility to create smaller learning groups, for example smaller Core English and Maths groups at GCSE to support the main English and Maths lessons. One to one Languages support is provided for PP pupils in French, German and Spanish, according to need.

Literacy

The appointment of a whole school literacy co-ordinator emphasises the importance of improving literacy across the curriculum in order to improve learning for the disadvantaged, especially in reading and high quality talk. Smaller teaching groups in Core English (Years 10 and 11) and whole school initiatives in terms of key terms and literacy marking aim to facilitate the functional literacy of all pupils, especially those whose home situation may not provide such support. We wish to be vigilante in ensuring that we provide appropriate provision to PP students. Interventions for each student were decided on an individual, needs-led basis. This meant that students were able to benefit from more than one intervention at any one time.

Attendance

Pupil premium children have a lower attendance rate compared to others in the school and the national average. Our attendance officer works with the deputy head and school counsellor to provide

support to families struggling with attendance issues in order to improve the attendance and therefore the outcomes for these students.

Pastoral Care

Pastoral - Regular contact with a form tutor builds relationships and provides an important underpinning of the parent-pupil-teacher team. Heads of Year have oversight of this group and, at every data point in the year (and as the need arises) PP pupils are reviewed by their tutors in addition to daily contact and weekly planner checks. Provision of counselling and 1:1 support addresses emotional barriers to learning, including support purchased from an outside provider and additional hours have now been added. This year we increased the hours of support available to vulnerable students through engaging the services of an accredited counselling support service (Wellspring). We also have a school nurse who is used to support PP students with more complex medical needs.

Nurture - On-going support for our more vulnerable students by employing another Teaching Assistant to work with individuals at risk of not meeting expected levels because of emotional and behavioural needs. This is in addition to facilitating the learning of students with complex needs through internal and external support and staff training e.g. attachment disorder. This involves personal programmes and working with outside agencies.

Careers

Additional support time is given for disadvantaged Year 10 and Year 11 students to work on post-16 transition routes. PP pupils are seen first in the cycle and their parents are invited into school for careers interviews. Work experience/external curriculum provision is via a local vocational provider, to provide a course in practical skills for vulnerable students.

Enrichment

Enabling participation in school trips including residential trips, theatre trips, and music lessons. Provision of games clubs for vulnerable students to support them at lunchtime, for example Train club, Eco club and Art Craft and Design club.

Use of school data to maximise progress

Senior leaders co-ordinate the intervention programme at KS3 and KS4, bringing together the work of Heads of Year, mentors and Heads of subject. At every data collection point, there is an intervention meeting (2 per year); PP pupils are considered first, as a discrete group and the barriers to learning are considered, and strategies are reviewed and amended according to need. In addition, Progress Champions are in place to support students at risk of underachieving.

We wish to be vigilante in ensuring that we provide appropriate provision to PP students. Interventions for each student were decided on an individual, needs-led basis. This meant that students were able to benefit from more than one intervention at any one time.

Commentary

Pupil Premium achievement is good (see note later regarding the analysis of small cohorts). Threshold measures have been stable over the last four years, in line with all students in terms of the ability of the students as well as specific additional needs.

Progress 8 demonstrates that students achieve well overall, especially for those Pupil Premium students with high prior attainment in 2018 we are placed in the top 2% of schools.

In 2018, there were again a number of students with specific additional needs and therefore the Progress 8 figure for this cohort overall is below and close to the national average. Similarly, within the middle prior attainment group Progress 8 indicates that lower progress has been made, compared

with the national average, although many of these students achieved above average progress which is excellent.

Although Progress 8 figures are provisional (pending release by the DfE) we anticipate that Pupil Premium students have achieved especially well – above average national progress – in the English and Maths aspects of Progress 8.

Year	# PP	Threshold En/Ma	Attainment 8	Progress 8
2019	16	56%	36.63	-0.13
2018	18	56%	37.31	-0.56
2017	16	41%	39.84	-0.27
2016	17	41%	47.35	-0.32

Progress 8 Note

Progress 8 Note

Progress 8 figures are interim, based on 2019 provisional data. Progress 8 measures performance in terms of a figure based around zero. The anticipated Floor Standard for a school – across all students – is less than or equal to -0.5 based on the national coefficients for any given year. It is a value-added measure which is norm-referenced against national performance and is therefore liable to changes in the national entry patterns year on year etc.

Detailed case study information is kept in support of the progress achieved, as specific additional needs for a small number of students makes the cohort statistics unreliable to analyse on their own.

* With relatively small numbers, statistical analysis can vary significantly year on year. For example, for 2017 the Progress 8 measure for 14 of the students is +0.21, including all 17 it is -0.27. A number of these pupils had significant SEMH and EHCP needs. In 2019 with the removal of one pupil the P8 changed to +0.20.

Detailed case study information is kept in support of the progress achieved, as specific additional needs for a small number of students makes the cohort statistics unreliable to analyse on their own.

Expenditure:

18/19 Expenditure	Cost (£)
Quality of teaching for all	55,653
Targeted support	48,571
Other approaches	29,739
Total	133,963

19/20 forecast	Predicted cost (£)
Quality of teaching for all	58,702
Targeted support	93,145
Other approaches	7,826
Total	159,673