

## Pupil Premium at Aldercar High School

### **Pupil Premium Policy**

All members of staff and governors at Aldercar High School accept responsibility to encourage all pupils regardless of background to achieve and succeed. We recognise that those pupils who are recognised as 'disadvantaged' may need extra support to meet their pastoral, social and academic needs. Every pupil who is considered under the criteria set by the government to be 'disadvantaged' will be given this support irrespective of their disadvantage.

These supports will be delivered in the following ways

- ) Enriching learning experiences in and out of the classroom by ensuring every child has the best possible access to a full range of experiences offered at Aldercar High School.
- ) A range of individual and group interventions designed to support students on a needs basis.
- ) To engage and motivate pupils a range of activities which will raise aspirations will be provided.

### **Entitlements**

- ) Teaching and learning will meet the needs of all pupils.
- ) Provision will be planned for pupils who belong to vulnerable groups.
- ) The needs of socially disadvantaged pupils will be met by being assessed and funds allocated based on a needs analysis which will prioritise individuals, groups or classes.
- ) In making provision for 'disadvantaged' pupils we recognise the fact that not all pupils who have accessed free school meals will be disadvantaged and/or underachieving. We also recognise that not all 'disadvantaged' and/or underachieving pupils will qualify for free school meals. The school will therefore allocate funding to pupils who are not qualified under the pupil premium funding if the school feels they are 'disadvantaged' in any way.
- ) We will evaluate our strategies and interventions to ensure that we improve the progress, attainment and provision that each pupil receives.

### **Reporting Outcomes**

The Headteacher will use the report to governors to keep them regularly informed of

- ) The current provision in place at school for disadvantaged pupils.
- ) The progress towards narrowing the gap for disadvantaged pupils at Aldercar High School against that of other pupils nationally.
- ) An annual statement about how the pupil premium funding has been used to 'narrow the gap' and an evaluation of its cost effectiveness has taken place and has been published on the schools website.

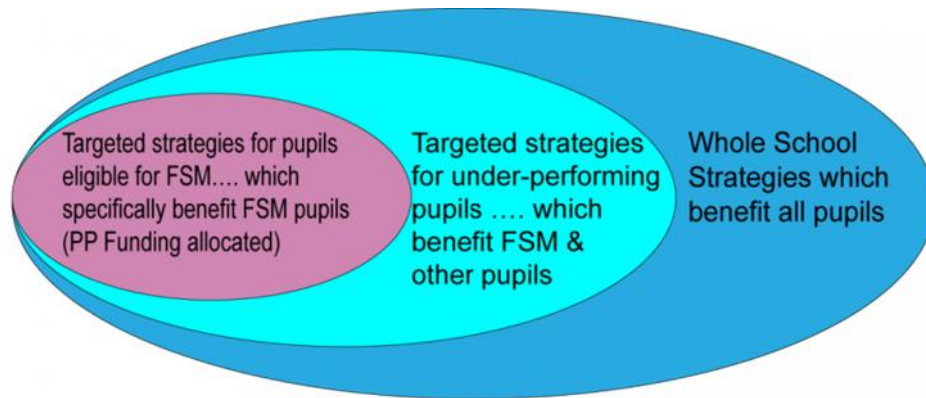
## Pupil Premium Statement 2017

Pupil premium is funding provided to schools by the government to support pupils within the following categories:

- ) Pupils who are currently registered for Free School Meals
- ) Pupils who have been registered for Free School Meals at any point in the last six years
- ) Pupils in the care of the Local Authority
- ) Pupils who are adopted but have been looked after for one day or more or were adopted from care on or after 30 December 2005 and left care under:
  - a Special Guardianship Order on or after 30 December 2005
  - a Residence Order on or after 14<sup>th</sup> October 1991
- ) Pupils whose parents are serving with the UK Armed Forces

### The Pupil Premium Model at Aldercar High School

We adopt the nationally advised model shown below:



### **Examples of targeted strategies for pupils eligible for PP funding**

- ) GCSE 'ready' Y9 timetable
- ) Y9 Boys vocational aspirations initiative
- ) Extra transition visits in Y6
- ) 1 to 1 tuition in ICT, Maths, English, Science
- ) EWO fast track attendance panel meetings
- ) Head of House attendance meetings
- ) Free Revision resources
- ) Funding to support places in educational visits
- ) Providing learning resources and classroom materials to improve attainment
- ) Specific identification on school reporting systems
- ) Specific identification on seating plans and where necessary lesson plans
- ) Raising aspiration programmes in association with Derby University
- ) Personal Education Plans and intervention mapping
- ) KS3 Girls - Taking part in 'This Girl Can' project

### **Intervention Strategy**

At Aldercar High School, we use funding to support a wide range of intervention strategies to support all pupils regardless of background. Students who are 'disadvantaged' will also take part in this comprehensive plan of interventions that support our students to make the best progress in all subjects and achieve their potential. At the end of the academic year the impact of these are analysed to ensure that they provide good value for money and to ensure progress has been made. Every student has a right to have outstanding teaching and targeted interventions where required.

**Attainment at the end of the last academic year – 2016/2017**

<b>Measure</b>	<b>All Students</b>	<b>Other Students</b>	<b>Disadvantaged Students</b>	<b>Disadvantaged Students change from 2015/2016</b>
<b>Progress 8</b>	<b>+0.11</b>	<b>+0.3</b>	<b>-0.42</b>	<b>0.28+</b>
<b>Basics (9-5)</b>	<b>53%</b>	<b>60%</b>	<b>35%</b>	<b>NA</b>
<b>Basics (9-4)</b>	<b>83%</b>	<b>89%</b>	<b>65%</b>	<b>NA</b>
<b>Progress 8 - English</b>	<b>-0.06</b>	<b>+0.08</b>	<b>-0.46</b>	<b>0.05+</b>
<b>Progress 8 - Maths</b>	<b>+0.49</b>	<b>+0.68</b>	<b>-0.06</b>	<b>0.14+</b>

Pupil Premium used for:	Amount allocated to the intervention action £	Key stage(s)	Impact
<p><b>Assistant Head Teacher</b> Monitor and implement strategies to improve attendance and attainment of disadvantaged pupils.</p>	<p>15,824 (16/17) 16,380 (17/18)</p>	<p>3/4/5</p>	<p>Progress 8 attainment for disadvantaged pupils was improved by 0.27. The persistent absence figure for disadvantaged students was 35.3% and currently stands at 26.98%  The gap between attendance of Disadvantaged was 5.44% and currently stands at 3.53% An attendance review has been conducted and actions will be implemented to improve these figures further. A pupil premium review will be undertaken and actions from this review implemented by the Assistant Headteacher.</p>
<p><b>Deputy Head of Faculties</b> Monitor and implement strategies to improve attainment of disadvantaged pupils in their faculties.</p>	<p>17,202 (16/17) 17,382 (17/18)</p>	<p>3/4/5</p>	<p>The following subjects all had positive progress 8 scores for disadvantaged pupils – Biology, Chemistry, Computing, Health and Social Care and Physics. The following subjects all displayed positive residuals for disadvantaged pupils – Biology, ECDL, Engineering, English Language, Health and Social Care, Mathematics, PE, Performing Arts, Physics.</p>
<p><b>Attendance Officer</b> Monitor and implement strategies to improve attendance of disadvantaged pupils.</p>	<p>4,899 (16/17) 5037 (17/18)</p>	<p>3/4/5</p>	<p>The attendance gap grew to 5.44% steps have been taken to reduce this figure to 3.53% currently. Actions from an attendance review will be implemented by the attendance officer which will see these figures improve further.</p>
<p>Increased lesson time in English and Mathematics</p>	<p>66,442 (16/17) 83,070 (17/18)</p>	<p>3</p>	<p>Progress 8 attainment for disadvantaged pupils was improved by 0.27% Progress 8 in English for disadvantaged students rose by 0.05 Progress 8 in Mathematics for disadvantaged students rose by 0.14</p>

Increase lesson time for Baccalaureate subjects	14,949 (16/17) 14,952 (17/18)	3	Progress 8 attainment for disadvantaged pupils was improved by 0.27 The gap in disadvantaged pupils and other pupils attaining the English Baccalaureate dropped by 3.53%
Disadvantaged budget to support specific projects to remove barriers for learning	2,000 (16/17) 2,877 (17/18)	3/4	Projects which were supported were Y10 art and design trip to Yorkshire sculpture park. Y11 English trip to see curriculum based performance. Y9 disadvantaged raising aspirations project. Whole school rewards trip. Pupils who were disadvantaged were supported financially on their places on this trip. Other projects included providing calculators to all KS4 disadvantaged pupils and revision books in certain subjects.
4 Matrix analysis package – track attainment of disadvantaged pupils better	398 (16/17) 307 (17/18)	3/4	Improved access to data and intervention monitoring and reporting for all staff for progress of disadvantaged pupils. Staff are more aware of the characteristics of students who are pupil premium. The use of this system has been reviewed and continues to be used 2017/2018.
Pixl Membership – support teachers and leaders in reducing the attainment gap for disadvantaged pupils	1,287 (16/17) 960 (17/18)	3/4	All senior and middle leaders were regularly briefed of updates regarding strategies to reduce the gap after the deputy head returned from pixl conferences. Materials were available from these conferences via that pixl website. Pixl curve was used in Maths and English as an analysis tool to help progress in these subjects.
Year 11 Revision Packs and USB's for sixth form students	284 (16/17)	4	All students were given packs with all the materials they needed to be able to revise. This included equipment and revision material. Post 16 students were issued with a USB pen to hold their educational material on.
<b>Level 3 TA</b> Provide specific support for disadvantaged students – appoint an additional 0.5 in 17/18	27,165 (16/17) 39,611 (17/18)	3/4	Identified students in KS3/KS4 who may be at risk of underachieving/exclusion. Adapted the curriculum to suit their needs and taught in small classes/specialist area. The provision is monitored by the SEN co-ordinator.

<p>A review of Pupil Premium to be undertaken to highlight actions for better effectiveness of pupil premium provision</p>			<p>We have identified that disadvantaged students do not make as much progress as their peers nationally, have a higher rate of persistent absence and the number of fixed term exclusions remain too high. This has also been highlighted in the most recent Ofsted report. To make the best use of resources in tackling these areas an external review of pupil premium spending has been carried out and actions implemented (November 2017)</p>
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PP Budget 16/17 £161,120

PP Spend 16/17 £150,450

PP Budget 17/18 153,173

PP Budget 17/18 180,576