



## Pupil premium at Alder Community High School 2019-20

Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying differences between children eligible for free school meals (FSM) and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

The Pupil Premium was introduced in April 2011 and is allocated to schools to work with pupils who have been registered for free school meals at any point in the last six years. Schools also receive funding for children who have been looked after continuously for more than six months, and children of service personnel. The Education Funding Agency has set the following Pupil Premium rates for the 2019-20 academic year:

Pupils in years 7 to 11 recorded as Ever 6 FSM (213)	£935
Looked-after children (21)	£600 per term
Children who have ceased to be looked after by a local authority (3)	£2300
Pupils recorded as 'Ever 6 Service Child' (9)	£300

For the 2019-20 academic year Alder Community High School are estimating the following Pupil Premium funding: £221,355

	Number of eligible students (September 2019)
Year 7	56
Year 8	61
Year 9	44
Year 10	46
Year 11	45

Approximately 29% of pupils on roll are eligible for Pupil Premium funding.

There are guidelines for how to allocate the funding issued by the Department for Education which can be accessed here:

<http://www.education.gov.uk/schools/pupilsupport/premium/a0076063/pp>.

What follows in this document is how we have allocated the funding at Alder Community High School and a sense of the impact that targeted funding have had on the educational attainment of our students who attract Pupil Premium funding. For confidentiality names have been redacted. **This is a working document and will change over time.**



## **Pupil Premium Plus**

The 2019-20 conditions of grant for the Pupil Premium state that:

*'The LAC premium must be managed by the designated virtual school head (VSH) and used for the benefit of the looked-after child's educational needs as described in their personal education plan.'*

The Pupil Premium Plus Grant for 2019-20 is **£600 per term**. Given that we deal with a number of different Local Authorities concerning our, *Looked After Children*, it is becoming increasingly clear that policy and procedures for accounting for this spend will differ. **Furthermore, we will not, in some cases, receive the full amount.** Therefore, although all LAC will benefit from the interventions outlined in this budget, we may need to adjust our budget figures depending on the amount released by each Local Authority.

Interventions will be decided during the completion of the PEP and will be based on the individual needs of each LAC. This money is to be used on top of rather than an extension of our universal provision. Whilst each LEA is working with slightly different core principals, the following are most commonly quoted in each relevant policy document:

*The Pupil Premium Plus will be used to improve education outcomes for looked after children in the following areas:*

- *Academic achievement and attainment*
- *Developing skills via the broader curriculum (e.g. participating in skill stretching programmes)*
- *Attendance*
- *Inclusion [by reducing internal and external exclusion]*
- *Transition between Key Stages or from school-to-school during placement changes*
- *Providing mental health support where this affects learning and behaviour, for example, overcoming the effects of attainment and developmental trauma.*



## Deciding on our 2019-20 Budgeted Pupil Premium Spend

At Alder Community High School we are very much aware of an ever growing body of evidence documenting 'best practice' surrounding the use of Pupil Premium. We have also developed our own approach to the Pupil Premium since its inception in April 2011. We were recognised, by way of a 'Pupil Premium Award' in 2015. There is a growing body of evidence both within our own community and the wider education world on the use of the Pupil Premium. Therefore, for 2019-20, we have once again reviewed and revised the ways in which we are planning, budgeting, reviewing and then measuring the **impact** of our allocation.

Firstly, instance we continue to access the growing body of evidence provided by the EEF: <https://educationendowmentfoundation.org.uk/evidence/teaching-learning-toolkit>

Secondly, we have accessed and reviewed documents from the DfE and OFSTED:

- 'The Pupil Premium, How schools are spending the funding successfully to maximise achievement.' OFSTED (2013).
- 'The Pupil Premium, How schools are using the Pupil Premium to raise achievement for disadvantaged pupils.' OFSTED (2012).
- 'Evaluation of Pupil Premium Research Report', Department for Education, (July 2013).

Thirdly, we increasingly compare our experiences to other similar schools:

<https://educationendowmentfoundation.org.uk/resources/families-of-schools-database/alder-community-high-school-sk14-5nj/>

This evidence base has allowed us to formulate a set of principles to guide our use of the Pupil Premium:

- We will ensure that Pupil Premium funding is spent on the target group.
- We are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will maintain high expectations of the target group.
- We will thoroughly analyse which pupils are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies.
- We will be relentless in our pursuit of high quality teaching, not interventions to compensate for poor teaching.
- We will use achievement data to check interventions are effective and make adjustments where necessary.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure teachers are know which pupils are Pupil Premium
- We will endeavour to demonstrate impact
- There is a clear accountability chain for meeting the needs of Pupil Premium students from class teacher to departments to Senior leadership and Governors



## Local context and barriers

Alder Community High School serves a very polarised area. Our catchment covers a wide spectrum of deprivation. We serve some of the most deprived areas (when compared against national – 2015 data) and affluent areas in the Tameside area. Overall our intake averages at 'Broadly' National Average Ability on entry.

With this in mind we analyse, in detail, our Pupil Premium cohort in an attempt to identify common barriers and any local issues.

The nature of our cohort means that we cannot assume anything and are not always dealing with obvious or common local barriers. Therefore, a significant proportion of our work centres around monitoring the progress of our cohort and our ability to act quickly and address emerging needs. We recognise that our Pupil Premium cohort has a diverse range of aspirations, prior attainment and levels of progress. Some of our brightest and most talented students form part of our Pupil Premium Cohort. We have increased our capacity to identify and react on a daily basis. Our staffing is a key area of our intervention strategy. Identified staff are tasked with identifying barriers and reviewing progress through our data check points and supplementing with anecdotal observations. We rely heavily on our Progress Leaders and via our Alignment meetings to identify emerging needs and deliver interventions.

*At the same time, historically, we have evidence that points us towards four broad barriers in the Tameside area:*

- *Family history of reduced engagement with school life such as attendance at parent consultation evenings*
- *No family history of tertiary education and with this a lack of aspiration towards attending leading universities*
- *Travel time between the home and school; ability to engage with extra-curricular activities and key stage 4 exam preparation*
- *Sudden loss of family income resulting in non-engagement with educational visits and sudden reduced ability to purchase school equipment.*

All of our strategies can be linked to these local issues.



## **Core Targets for 2019-20**

**At the heart of everything that we do is quality first teaching and learning. We do not want our interventions to be required to make up for anything less than quality teaching and learning. Therefore, a significant amount of our budget is aimed at teaching and learning.**

By continuing our relentless drive to maintain and improve the quality of teaching and learning we expect to further improve the outcomes of all the students at ACHS, this will be demonstrated through our *'headline'* figures. We aim to identify skills gaps, and address them, as early as possible. Therefore, during the 2019-20 academic year will increase, even more, our provision and interventions (when needed) at Key Stage 3.

When comparing our Pupil Premium and Non-Pupil Premium cohort there will be:

1. No significant differences in progress 8 measures.
2. A difference of less than 10% between disadvantaged and non-disadvantaged on the basics measure.
3. Maintain the current broadness of destination measures.
4. Ensure that no child is prevented from accessing opportunities due to their financial background.



## Review and tracking process

We fully appreciate that no single intervention provides a complete solution to the complex educational issues in any school and it is therefore important that we operate a multi-faceted approach. We feel that this offers the best opportunity for pupils to succeed. However, we do believe that one key to the narrowing of any difference in progress is the careful and thorough monitoring and tracking of individual pupils. At Alder Community High School this is done on a daily basis by our teaching staff.

At a strategic level our Pupil Premium spending and impact are monitored and challenged by a named governor. We have adopted a set procedure for carrying out these checks. The reports of these checks and amendments are reported to the governing body.

Achievement meetings form the basis of many of our conversations surrounding the impact of our Pupil Premium spending. As a minimum, however, we operate on the following assumptions, when monitoring and tracking the impact of our Pupil Premium spending:

Short term monitoring	Medium Term Monitoring	Long Term Monitoring
<p>SIMS used to report attendance and behaviour issues. Staff track on a daily basis and report to Progress Leaders and Attendance officer through weekly meetings. Attendance officer intervenes with set procedures concerning attendance.</p>	<p>Progress Data is collected in line with the quality assurance calendar.</p> <p>Achievement meetings take place to monitor the progress of all students across the curriculum at KS4 with a particular focus on PP students.</p> <p>At KS3 Achievement meetings for Core subjects are carried out. Targeted PP actions are identified and carried out</p>	<p>SLT track and monitor national trends and developments to measure and inform interventions at</p> <p>Review of pupil tracking systems and QA procedures carried out to ensure they support identifying PP under achievement.</p> <p>SDP informs department and faculty DP which then, in turn, inform budget plans and proposed interventions.</p> <p>Full review of data carried out of data with and by the DHT who reports to departments. Whole school data tracked back to interventions.</p>

The following table is an action plan for 2019-20 academic year. The impact will be measured once the results are in but we will leave comments in the 'impact' column so keeping this a 'live' document.



Target Area	Objective	Actions	Cost	Impact
<b>No family history of tertiary education and with this a lack of aspiration towards attending leading universities</b>	<i>To raise Aspiration of PP Students through CEIAG</i>	<i>The core of our Careers Education Information and Guidance (CEIAG) provision for 2018/19 is provided by the Positive Steps. A member of SLT had an overview of this provision and a member of staff co-ordinated the work in this area. We employ a part-time mentor to support CEIAG at KS3 and KS4. This role involves inviting in local post-16 education and training providers to speak to our Year 11 pupils about the options available to them after leaving Alder, and rigorously supporting Year 11 pupils in making multiple applications to further their education, employment or training. Pupil Premium pupils are given extra support in this area. Support is also offered to other year groups through the options and the school's Careers Fair.</i>	£19,500	<p>Many events have taken place this year in many year groups. Year 10 have been visiting colleges over two days recently.</p> <p>Students have experienced mock interviews with local employers and colleges. This is to ensure NEET figures are minimised.</p> <p>Gold Award for CEIAG.</p> <p>Work experience for year 10.</p>
	<i>To raise Aspiration of PP Students through college/university taster days</i>	All KS4 students to attend college taster days. Subjects encouraged to arrange visit to universities.	£5000	Increased college applications/offers and further reduced NEETS.
	<i>Raise Aspiration of PP Students through subject specific career events</i>	Alder careers fair and educational visits to career themed events	£1000	
	<i>To raise aspiration of PP pupils through funded trip to apprenticeship careers</i>	PP students admission and transport provided	£500	



	<i>fair for Yr10</i>			
	<i>To raise aspiration of PP students at local colleges through raising aspirations programme for Yr11 and Yr9</i>	College places directed at Yr11 PP students. Additional lessons for Yr9 PP students delivered through Positive Steps programme. Positive Steps employed for 3 days.	£5,000	
	<i>To support Year 11 PP students in applying for college course/apprenticeships for Yr11</i>	Targeted support through Positive Steps Raising Aspirations Programme provided	£1000	

<b>Family history of reduced engagement with school life such as poor school attendance and poor attendance of parent consultation evenings</b>	<i>To ensure all PP parents are aware of the progress their children are making and work with school to address any barriers to learning</i>	Targeted parents contacted by progress leaders after achievement meetings to discuss progress and invite in to school, where necessary, to review.  Dedicated member of staff to be appointed for PP and hard to reach families.	£25,000	Achievement meetings are regular and involve a number of key staff. Monitoring is rigorous. Key performance indicators over previous years have shown this to be effective.  Improved parental engagement and attendance of PP students.
<b>Attendance</b>	Improve attendance of PP students in line with Non-PP Students	Track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students. Set high expectations. Increase		We have restructured attendance and have appointed an Student Attendance and Family Liaison Officer.





		<p>parental contact. Our school attendance officer will make initial contact on the first day that a Pupil Premium student is absent. Attendance data tracked on a weekly basis and actions put in place. Specific intensive intervention where attendance takes a hit or is below 92%. New appointment – see above</p> <p>Non-teaching Progress Leaders for each year group allow dedicated time to work with PP students and parents. Progress Leaders attend alignment meetings and arrange appropriate intervention for students.</p>	£60,000	Improved attendance, particularly hard to reach.
<b>Remove the progress gap between PP and non- PP students</b>	<i>To improve the progress of PP students through the collection, analysis of achievement data and following this up with targeted interventions</i>	<p>Collect and analyse PP data and identify actions to take to overcome barriers to learning.</p> <p>Teachers are also now required to track PP groups as part of appraisal target 1</p>		Improved outcomes for PP students
	<i>Staffing levels within Maths and English increased to allow focus classes across all Key Stages.</i>	Core subject staffing to ensure that students are with the right teachers for their individual needs. Building capacity to have extra intervention (outside of normal classroom time) if and when needed. A member of staff to develop resources for form time literacy and numeracy	£40,000	Increased progress amongst PP students when comparing to others nationally.
	<i>To provide greater focussed support to</i>	Curriculum Tutors in English, Maths and MFL to support PP students in small group sessions and 1 to	£10,000	Data favourable compared to national, particularly in English.



	<i>individual students and small groups</i>	1;		
	<i>Provide targeted support through 'Revise and Relax' programs</i>	'Revise and Relax' program where targeted students undertake additional intervention and revision.	£10,000	Improved outcomes
	<i>Focus on quality teaching and learning</i>	Class action research projects and leadership programs used to continuously strive to improve teaching and learning.  <b>Ensure that, as a school, we never confuse PP with low ability.</b>	£3000	Staff development training ensures the highest quality experience in the classroom.
<b>Inclusion</b>	<i>Manage PP students at risk of exclusion through stage 2</i>	Counselling of students and their management back in to mainstream lessons enables us to provide significant additional support to pupils with social and emotional needs, who might otherwise not have attended school.  Stage 2 has up to two full time staff supporting pupils who work in conjunction with a learning mentor.		Exclusion figures for PP reduced
	<i>Target Year 7 and 8 PP students who are at risk of exclusion through Active Tameside program</i>	Identified students attend Aspire Tameside on a Monday and take part in a range of activities designed to raise self-esteem and build team building skills. Students different accredited units of work and are set targets for back in school. If they meet these targets they are rewarded on Friday. If not the undertake community support activities.	£3000	We have noticed a difference in behaviour in many of the group.  Exclusions have reduced for this group.



	<i>Target Year 9 PP students through reach for the future programme</i>	This is a PP targeted course delivered by guests from positive steps, designed to help build resilience, develop self-confidence, increase self-control and develop the ability to make transitions.		
<b>Ensure that no child is prevented from accessing opportunities due to their financial background.</b>	<i>PP students take a full and active part in all aspects of school</i>	Money has been spent on a variety of individual Pupil Premium pupils to help fund enrichment events, revision guides, school uniform and other resources for those who required them.	£10,000	
<b>Improve Transition between Primary and secondary</b>	<i>Progress Leader for Year 7 to ensure vulnerable PP students have a smooth transition to Alder</i>	The Progress Leader for Year 7 spends 2 days per week in partner primaries working with staff to prepare children for a smooth transition to Alder.	£9,000	Improved behaviour, attendance and engagement of PP students into year 7.

Date of review: September 2020