

ASHTON COMMUNITY SCIENCE COLLEGE

PUPIL PREMIUM SPENDING STRATEGY STATEMENT 2019-2022

2020-2021	funding	Year 7	Year 8	Year 9	Year 10	Year 11	total
Total number of students in the year group		189	162	160	132	146	789
Total PP		89	74	71	58	54	346
Students recorded as FSM6	£955	89	68	54	42	44	297
FSM	£955	78	58	43	37	38	254
Service children	£310	1	2	1	2	N/A	7
Looked after children (CLA)	£2345	4	1	3	2	1	11
Children who have ceased to be looked after by a local authority in England and Wales because of an adoption, a special guardianship order, a child arrangements order or a residence order	£2345	1	0	1	3	1	6
% Disadvantaged students		47.6%	45.7%	44.4%	43.9%	36.9%	43.9%
Total pupil premium allocation							£301,095

(Based on the school census January 2020)

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Statement authorised by	Miss S Asquith
Pupil premium lead	Mrs J Hoyle
Governor lead	Cllr Brian Rollo

Barriers to future attainment for students eligible for the PPG (including high ability)

Internal barriers

- In-school on entry attainment gaps in English and mathematics.
- Ensuring disadvantaged students develop and maintain strong learning habits and full engagement in their learning.
- There are inconsistencies in achievement of disadvantaged students in different subjects.
- Disadvantaged students are more likely to display poor behaviour evidenced via the number of Cs they receive and/ or increased visits to FTEC or FTE

External barriers

- Attendance and persistent absenteeism of disadvantaged students.
- Building strong relationships with families can be more complex.
- Lack of opportunity for disadvantaged students to extend learning at home especially with regard to remote learning.
- Disadvantaged students often start at Ashton with less understanding of their aspirations and how to achieve them.
- Accessing public transport as a result of Covid-19 capacity limits is a growing issue for some students who travel to school by bus

How are we spending the PPG?

We use research evidence (such as the Sutton Trust toolkit – see Appendix 1) and evidence from our own experience to allocate funding to actions that are most likely to maximise students' achievement. We never confuse eligibility for the Pupil Premium with low ability, and focus on challenging and supporting all our disadvantaged students to achieve the highest levels. Our Pupil Premium spend is divided into the following three priority areas:

Quality First Teaching

As outlined in the EEF Guide to the Pupil Premium, ensuring that the quality of teaching is consistently good is the most important lever that schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve the quality of teaching benefits all students but can have a particularly positive effect on students who are eligible for the Pupil Premium. We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on interventions to compensate where this is not the case. Research indicates that interventions are likely to be most successful when they are used to complement efforts to improve teaching and learning and to attend to wider barriers to

learning; they are therefore used strategically with the aim of closing identified gaps. Ensuring that our teachers are able to access appropriate and relevant CPD which supports their efficacy and develops their pedagogy is a priority and an essential element of our strategy.

Targeted Support

Using Key Stage 2 prior attainment data, we identify where the basic skills gaps exist among students as soon as they arrive in Year 7, and deploy targeted interventions in literacy and numeracy to ensure these gaps are closed. Following each end of unit assessment or formal data capture, we identify gaps in knowledge and skills of students in all subjects and implement teacher-led in class interventions. This ensures that interventions are planned and carried out to ensure that all students keep up and that their progress is maximised. Other interventions are implemented based on data to ensure that any groups or individuals who are currently lower attaining in any area are supported to make accelerated progress; targeted support therefore is also used to address issues we have identified linked to aspirations, behaviour and attendance.

Minimising barriers to achievement

According to the IDACI index, the school serves a deprived area with 47% of families coming from the lowest three deciles. When compared with national figures, we have a higher proportion of students who attract Pupil Premium funding in all year groups. As a result, we have thought carefully about which barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example:

- we identify students' ability to read with understanding and place them in focused intervention groups to address any gaps.
- accelerated reader is used for all students in years 7 & 8 & 9. Additional interventions are directed to quickly raise the reading age of any student below chronological age on entry.
- Staff have been employed in various roles in school to provide targeted support to raise aspirations or to improve attendance, behaviour, social and emotional wellbeing or links with families where these are barriers to a student's learning.
- Disadvantaged students often start at Ashton with less understanding of their aspirations and how to achieve them. To address this, we have employed a full time careers advisor so that their needs can be prioritised, their aspirations raised and positive destinations achieved. In addition, the Associate Assistant Headteacher has undertaken additional formal CPD linked to careers provision in schools in order to provide not only a solid foundation for provision but also to ensure that strategic planning is focused and has clear outcomes.
- We have invested in laptops which can be loaned to students as some disadvantaged students have limited access to technology at home.
- We insist on high expectations and no excuses. Students are expected to wear their school uniform with pride and we have very clear rules about learning, homework and equipment so that students arrive at school ready to learn.

What has been the impact of our PPG spending?

		2018-2019	2019-2020	2020-2021	2021-2022
1	The Progress 8 of disadvantaged students matches or is improving towards that for other students within school	Dis	-0.66	-0.38	
		oth	-0.15 (-0.51)	-0.04 (-0.34)	
2	The Attainment 8 of disadvantaged students matches or is improving towards that for other students within school	Dis	34.42	39.48	
		oth	43.69 (-9.27)	45.80 (-6.32)	
3	The English progress of disadvantaged students matches or is improving towards that for other students within school	Dis	-0.78	-0.50	
		oth	-0.17 (-0.61)	-0.09(-0.41)	
4	The maths progress of disadvantaged students matches or is improving towards that for other students within school	Dis	-0.50	-0.10	
		oth	-0.22 (-0.28)	-0.02 (-0.08)	
5	The Ebacc APS of disadvantaged students matches or is improving towards that for other students within school	Dis	2.95	3.43	
		oth	3.72 (-0.77)	4.02 (-0.59)	
6	The percentage of disadvantaged students achieving G4+ in English and Maths matches or is improving towards that for other students within school	Dis	35.8	57.7	
		oth	56.8 (-21)	74 (-16.3)	
7	The percentage of disadvantaged students achieving G5+ in English and Maths matches or is improving towards that for other students within school	Dis	15.1	26.9	
		oth	29.6 (-14.5)	43 (-16.1)	
8	The attendance of disadvantaged students matches that for other students nationally	Dis	92.59	91.98	
		oth	95.38 (-2.59)	95.21(-3.21)	
9	The persistent absence figures for disadvantaged students matches or is lower than that for other students nationally	Dis	32.51	35.70	
		oth	7.89(+24.62)	8.20(+27.50)	
10	The percentage of disadvantaged students visiting FTEC matches or is lower than that for other students within school	Dis	n/a	34.55	
		oth	n/a	9.48(+25.07)	
11	The percentage of disadvantaged students attracting a FTE matches or is lower than that for other students within school	Dis	5.76	7.72	
		oth	4.43 (-1.33)	1.67 (-6.05)	
12	The percentage of disadvantaged students leaving ACSC to positive destinations, upon achieving their GCSE results, matches or is improving towards that of other students	Dis	100	96	
		oth	98	95	
13	The percentage of disadvantaged students engaged in remote learning matches or is improving towards that of other students	Dis	n/a		
		oth	n/a		

	The outcomes for disadvantaged students are below those of other students and have not improved.
	The outcomes for disadvantaged students are improving when compared to those of other students but the gap with other students is not closing
	The outcomes for disadvantaged students are improving when compared to those of other students and the gap with other students is closing
	The outcomes for disadvantaged students match/ exceed those of other students
	The outcomes for disadvantaged students exceed those of other students

Implementation plan

PL – plan the action/ intervention CO – communicate the approach to be taken I – implement the action/ intervention R – review the impact of actions taken		EEF toolkit	IMPLEMENTATION PLAN							cost	Lead	RAG	
			Sept 2019	Feb 2020	July 2020	Sept 2020	Feb 2021	July 2021	Sept 2021			2020-2021	2021-2022
Quality first teaching									£49,853				
1	Under-performing subjects access external exam board CPD; a firmer understanding of course requirements/ mark schemes is included in planning and communicated to students leading to improved outcomes	9	PL I	→	→	R PL I	→	→	R PL I	-	SAH		
2	Ensure departments are appropriately resourced to deliver the KS3 and KS4 curriculum effectively so that challenge is evident for all students leading to accelerated progress			R PL CO	→	I	R PL CO	→	I	-	SAH		
3	Ensure the CPD programme supports the improvement of all teachers ensuring that quality first teaching is consistent across all subject areas	9 16	CO I	→	R PL CO	CO I	→	R PL CO	I	-	MPN		
4	Purchase for CPD books for all members of staff to complement the CPD programme and to address identified gaps 2019 – Closing the vocabulary gap: Alex Quigley 2020 – Closing the reading gap: Alex Quigley	9 16	CO I	→	R CO	→	→	→	R		MPN		
5	Embed opportunities for the development of subject content pedagogy within departments to support the development of students' learning habits						CO I	R PL	I		MPN		
6	Embed opportunities for retrieval and interleaving within a carefully constructed curriculum so that students know more, remember more, do more	9 13	CO PL I	→	R	R PL I	→	R PL	I	-	MPN		
7	Develop the use of digital technology to support students' learning ensuring that its use is driven by learning and teaching goals	6			CO I	CO I	R	R			MPN		
8	RQTs (Sept2020) receive an extra hour of non-contact time to prepare and resource lessons containing appropriate challenge/ support for PP students	9 12	I	→	R	-	-	-	-	-	JHE		

PL – plan the action/ intervention CO – communicate the approach to be taken I – implement the action/ intervention R – review the impact of actions taken		EEF toolkit	IMPLEMENTATION PLAN							cost	Lead	RAG	
			Sept 2019	Feb 2020	July 2020	Sept 2020	Feb 2021	July 2021	Sept 2021			2020-2021	2021-2022
Targeted support										£97,321			
1	TAs deployed to provide targeted academic support for SEN & underachieving disadvantaged students within subjects	30 34			PL	CO I	R	R	→	-	CPR		
2	Use subject assessment data to inform of specific gaps in knowledge and skills. Instigate a focused 4-week teacher-led intervention to address findings with impact evaluated.	9 12				PL CO I	R	R PL	I	-	JHE		
3	Ensure that 1:1 and small group interventions link closely to classroom teaching to avoid the creation of additional gaps	17 30				PL CO I	R	R	→	-	JHE		
4	Maximise the effectiveness of accelerated reader in key stage 3 so that those students with a below chronological reading age are supported to improve	18 25	CO I	→	R	CO I	→	R	→	-	MPN		
5	Create a bespoke programme of study for disadvantaged students who have English as an additional language.	12 30	CO I	R	R	CO I	R	R	CO I	-	BSS		
6	Provide targeted support to improve the behaviour of disadvantaged students and improve links with families where barriers exist	3 15 20	CO I	→	→	CO I	R	R		-	WCE		
7	Enhance transition during Covid; identify year 7 disadvantaged students at risk of FTEC/ FTE and work with them and their families to address behaviour	3 15 20				CO I	R	R		-	PBW		
8	Identify disadvantaged students at risk of persistent absence and implement appropriate actions to support regular attendance	3 15 20				CO I	R	R		-	DBW		
9	Provide targeted support to improve the attendance of disadvantaged students and improve links with families where barriers exist	3 15 20	PL CO I	→	R	I	→			-	DBW		

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			Sept 2019	Feb 2020	July 2020	Sept 2020	Feb 2021	July 2021	Sept 2021			2020-2021	2021-2022
Minimising barriers to achievement									£157,555				
1	Monitor students' engagement with remote learning via the creation of registers and address non-engagement pro-actively via contact with home prior to lessons	6 20				CO I	R	R		-	WCE		
2	Increase the monitoring of the progress of disadvantaged students by ensuring that all subjects use a departmental spreadsheet and analyse & act on students' outcomes	9				CO I	R	R		-	JHE		
3	Subsidise uniform/ transport and/ or provide equipment, revision resources as required to ensure that students are able to attend school and learn effectively as well as work at home	11 20 28	I	→	R	→	→	→	→	-	JHE		
4	Provide appropriate staffing so that Magic Breakfast club can run thereby ensuring all students are fed at the start of the day and are ready to learn. Subsidise breakfast provision to ensure that there is sufficient food for all disadvantaged students	3 8 15	PL I	→	R PL	R PL I	→	R PL	I	-	JHE JHE		
5	Communicate and embed the school ethos PROUD so that celebrating success contributes towards increased self-esteem and raised aspirations	2	CO I	R	R	R CO I	R	R	CO I	-	SAH		
6	Employ and strategically deploy a careers advisor to raise the career aspirations of disadvantaged students via 1:1 and small group meetings	2 3 15	CO I	R	R	R CO I	R	R	CO I	-	SAH JMY		
7	Employ and strategically employ an Attendance Officer to target key disadvantaged students and hard to read families.	3 15 20	I	R	R	R	R	R	R	-	SAH DBW		
8	Develop the SCAMPs timetable so that all disadvantaged students access extra-curricular provision which meets their needs, interests and aspirations	2 8 32	CO I	R	R	R	R	R	R	-	LVT		

PL – plan the action/ intervention CO – communicate the approach to be taken I – implement the action/ intervention R – review the impact of actions taken		EEF toolkit	IMPLEMENTATION PLAN							cost	Lead	RAG	
			Sept 2019	Feb 2020	July 2020	Sept 2020	Feb 2021	July 2021	Sept 2021			2020-2021	2021-2022
Minimising barriers to achievement										£157,555			
9	Provide a homework club for disadvantaged students to support their learning outside the classroom	8 11 15 30	PL CO I	→	R	→	→	R	→	-	LVT		
10	Encourage disadvantaged students to participate in Scholars club to raise their aspirations via contact with HE/ masters' students	2 15	CO I	→	R	CO I	→	R	CO I	-	SCN		
11	Encourage disadvantaged students to participate in STEM activities to raise their aspirations	2				CO I	R	R	R	-	CWS		
12	Analyse the school council structure and applications for all student leadership roles to ensure the student body is appropriately represented	2			CO	I R	I R	I R		-	LVT		
13	Audit the school website to ensure clarity of information for disadvantaged students and their parents e.g. FSM claim form, PP statement etc.					R	R	R		-	JHE		
14	Employ a literacy lead	17 30		PL I	→	CO	→	R	→	-	SAH		
15	Employ a mental health first aider to support students with SEMH	3 15	I	→	R	→	R	→	→	-	SAH		
16	Employ a counsellor to provide targeted support to students with self-esteem and anxiety issues	3 15 31	I	→	R	I	→	R	→	-	SAH		

Appendix 1 - Education Endowment Foundation (EEF) Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils. The Toolkit currently covers 35 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach		Cost estimate	Evidence estimate	Average impact	Summary
1	Arts participation	£ £ £ £ £	★ ★ ★ ★ ★	+2 months	Low impact for low cost, based on moderate evidence.
2	Aspiration interventions	£ £ £ £ £	★ ★ ★ ★ ★	0 months	Very low or no impact for moderate cost, based on very limited evidence.
3	Behaviour interventions	£ £ £ £ £	★ ★ ★ ★ ★	+3 months	Moderate impact for moderate cost, based on extensive evidence.
4	Block scheduling	£ £ £ £ £	★ ★ ★ ★ ★	0 months	Very low or negative impact for very low cost, based on limited evidence.
5	Collaborative learning	£ £ £ £ £	★ ★ ★ ★ ★	+5 months	High impact for very low cost, based on extensive evidence.
6	Digital technology	£ £ £ £ £	★ ★ ★ ★ ★	+4 months	Moderate impact for moderate cost, based on extensive evidence.
7	Early years intervention	£ £ £ £ £	★ ★ ★ ★ ★	+5 months	High impact for very high cost, based on extensive evidence.
8	Extended school time	£ £ £ £ £	★ ★ ★ ★ ★	+2 months	Low impact for moderate cost, based on moderate evidence.
9	Feedback	£ £ £ £ £	★ ★ ★ ★ ★	+8 months	Very high impact for very low cost, based on moderate evidence.
10	Homework (primary)	£ £ £ £ £	★ ★ ★ ★ ★	+2 months	Low impact for very low cost, based on limited evidence.
11	Homework (secondary)	£ £ £ £ £	★ ★ ★ ★ ★	+5 months	High impact for very low cost, based on limited evidence.
12	Individualised instruction	£ £ £ £ £	★ ★ ★ ★ ★	+3 months	Moderate impact for very low cost, based on moderate evidence.
13	Learning styles	£ £ £ £ £	★ ★ ★ ★ ★	+2 months	Low impact for very low cost, based on limited evidence.
14	Mastery learning	£ £ £ £ £	★ ★ ★ ★ ★	+5 months	High impact for very low cost, based on moderate evidence.
15	Mentoring	£ £ £ £ £	★ ★ ★ ★ ★	0 months	Very low or no impact for moderate cost, based on extensive evidence.
16	Meta-cognition and self-regulation	£ £ £ £ £	★ ★ ★ ★ ★	+7 months	High impact for very low cost, based on extensive evidence.
17	One to one tuition	£ £ £ £ £	★ ★ ★ ★ ★	+5 months	High impact for high cost, based on extensive evidence.
18	Oral language interventions	£ £ £ £ £	★ ★ ★ ★ ★	+5 months	High impact for very low cost, based on extensive evidence.
19	Outdoor adventure learning	£ £ £ £ £	★ ★ ★ ★ ★	+4 months	Moderate impact for moderate cost, based on moderate evidence.
20	Parental involvement	£ £ £ £ £	★ ★ ★ ★ ★	+3 months	Moderate impact for moderate cost, based on moderate evidence.

21	Peer tutoring	£ £ £ £ £	★ ★ ★ ★ ★	+5 months	High impact for very low cost, based on extensive evidence.
22	Performance pay	£ £ £ £ £	★ ★ ★ ★ ★	+1 months	Low impact for low cost, based on limited evidence.
23	Phonics	£ £ £ £ £	★ ★ ★ ★ ★	+4 months	Moderate impact for very low cost, based on very extensive evidence.
24	Physical environment	£ £ £ £ £	★ ★ ★ ★ ★	0 months	Very low or no impact for low cost based on very limited evidence.
25	Reading comprehension	£ £ £ £ £	★ ★ ★ ★ ★	+6 months	High impact for very low cost, based on extensive evidence.
26	Reducing class size	£ £ £ £ £	★ ★ ★ ★ ★	+3 months	Moderate impact for very high cost, based on moderate evidence.
27	Repeating a year	£ £ £ £ £	★ ★ ★ ★ ★	-4 months	Negative impact for very high cost based on moderate evidence.
28	School uniform	£ £ £ £ £	★ ★ ★ ★ ★	0 months	Very low or no impact for very low cost, based on very limited evidence.
29	Setting or streaming	£ £ £ £ £	★ ★ ★ ★ ★	-1 months	Negative impact for very low cost, based on limited evidence.
30	Small group tuition	£ £ £ £ £	★ ★ ★ ★ ★	+4 months	Moderate impact for moderate cost, based on limited evidence.
31	Social and emotional learning	£ £ £ £ £	★ ★ ★ ★ ★	+4 months	Moderate impact for moderate cost, based on extensive evidence.
32	Sports participation	£ £ £ £ £	★ ★ ★ ★ ★	+2 months	Low impact for moderate cost based on limited evidence.
33	Summer schools	£ £ £ £ £	★ ★ ★ ★ ★	+2 months	Low impact for moderate cost based on extensive evidence.
34	Teaching assistants	£ £ £ £ £	★ ★ ★ ★ ★	+1 months	Low impact for high cost, based on limited evidence.
35	Within-class attainment grouping	£ £ £ £ £	★ ★ ★ ★ ★	+3 months	Moderate impact for low cost, based on limited evidence.