

ACHS Secondary School: Pupil Premium Strategy and Impact Statement 2020-2023

School overview

Metric	Data
Pupils in school	411
Proportion of disadvantaged pupils	34% (139) FSM = (127) 30.90% & Ever 6= (162) 39.41% Pupil Premium Plus= Service children= Year 9= 1 Year 10=1 Year 11= 0
Pupil premium allocation this academic year	£108,542
Academic year or years covered by statement	2020-23
Publish date	October 2020
Review date	September 2021
Statement authorised by	
Pupil premium lead	Louise Power (Lead for Disadvantaged)
Governor lead	Janet Golightly

Disadvantaged pupil performance overview for last academic year (2019/20) compared to pupils not eligible for pupil premium funding. PP = Pupils not eligible for pupil premium funding NAO= National average for pupils not eligible for PP funding. When the 2019 national figures for pupils not eligible for PP funding are released in November the 2018 NAO will be removed and the 2019 figures inserted.

Measure	PP	Not PP	In school gap	NAO 2019 for non PP students	
Progress 8	0.19	0.12	+0.07	+0.13 (2018)	
Attainment 8	41.56	49.00	-7.44	46.7	
Percentage of Grade 5+ in English and maths	33%	56%	23%	43.2%	

Percentage of Grade 4+ in English and maths	56%	78%	22%	71% (2018)	
Ebacc entry	0%	5.4%	5.4%	40%	
Ebacc percentage of Grade 5 +	0%	4.3%	4.3%	20%	
Ebacc percentage of Grade 4+	0	4.3%	4.3%	28%	
Absence rate (Years 9 -11)	13%	7%			
Persistently absent (Years 9 -11)	44.7%	14.8%			

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To ensure the in school gap is as close to zero as possible.	August 2021
Attainment 8	To lower the in school gap and improve the Attainment 8 score	August 2021
Percentage of Grade 5+ in English and maths	To lower the in school gap	August 2021
Attendance: Years 9-11	To lower the rate of PP absence and PP persistent absence within school	August 2021 and ongoing

Teaching priorities for current academic year

Measure	Activity
Priority 1: Staff focus on disadvantaged learners	Ensure all staff (including new staff) have a clear understanding of the current disadvantaged cohort and the strategies required to close the gap within school.
Priority 2: Address the academic and pastoral needs of disadvantaged learners	<p>Improve self esteem, confidence and aspirations of disadvantaged learners.</p> <ul style="list-style-type: none"> ● study skills breakfast clubs ● development of cultural capital within years 9-11 ● extending vocabulary across the curriculum
Barriers to learning these priorities address	<ul style="list-style-type: none"> ● gaps in knowledge and focus for students during the 'lockdown' period ● low aspirations and confidence faced by disadvantaged students, particularly being out of school for a prolonged period during 'lockdown' ● ensuring staff are fully equipped with the knowledge and strategies to ensure disadvantaged learners are able to 'catch up' and close the learning and achievement gap.
Projected spending	The above will mainly be funded from the school budget with PP funding also to be used

Targeted academic support for current academic year

Measure	Activity
Priority 1: To continue to close the P8 gap within school	<p>All teachers to receive training on the importance of the regular and consistent implementation of the 5 key strategies.</p> <ol style="list-style-type: none"> 1. Identify PP on seating plans and closely track their progress. 2. Provide strong support each lesson to address gaps in their learning eg targeted questioning, check they have understood what they need to do, provide verbal feedback and live marking. 3. Ensure students respond to feedback appropriately by improving their work. 4. Mark disadvantaged students' work/books first 5. Ensure there is a strong emphasis on the core literacy skills, including spelling and reading. Also, extend their vocabulary using subject specific vocabulary lists.
Priority 2: Improve percentage grade 5+ in English and maths	<ul style="list-style-type: none"> ● writing intervention for Year 11 students within the English faculty with a specific focus on disadvantaged learners and to ensure gaps in knowledge from 'lockdown' are specifically addressed ● intervention within the maths faculty is taking place with PP students as part of the focus for 'catch up' and ensuring progress

	<ul style="list-style-type: none"> English and maths HoF liaise with Lead for Disadvantaged to ensure appropriate students are target and progress and impact of intervention can be monitored and discussed.
Barriers to learning these priorities address	<p>Gaps in learning due to 'lockdown' and poor engagement in online work from some students.</p> <p>Need for extra time to deliver extra 'catch up' and intervention work, as students would need to be withdrawn from other subject lessons (impact on overall P8 possible)</p> <p>Maths intervention time significantly greater than English, although grade 5+ gap smaller in English</p> <p>Time needed for English and maths HoF to ensure appropriate students are targeted</p>
Projected spending	The above will mainly be funded from the school budget with PP funding also to be used

Wider strategies for current academic year

Measure	Activity
Priority 1: Develop a sense of confidence and resilience in our students	Hold regular breakfast clubs with invited Year 11 students to discuss lessons, homework and general aspirations, particularly after 'lockdown' and also the ongoing 'self isolation' that some students will experience. This will enable students to focus on their priorities in terms of summer examinations, but also aspirations for Sixth Form and beyond.
Priority 2: Develop cultural capital within school	Year 10 Cultural Capital booklet developed and to be used in form tutor time to develop wider knowledge of culture and society and raise aspirations. Links between topics in the booklet and faculties to be developed to show relevance to subject knowledge.
Barriers to learning these priorities address	Attendance of students and confidence, self esteem and aspirations of the most disadvantaged students Engagement and readiness to accept new ideas and relevance of cultural capital for the most disadvantaged pupils.
Projected spending	The above will mainly be funded from the school budget with PP funding also to be used

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	During the current restrictions, ensuring staff have adequate opportunities to have a clear understanding of the gaps in knowledge and skills that the learners have due to last academic year's 'lockdown'	Teaching and Learning intervention and planning and preparation time can be used to ensure staff have a robust knowledge of the disadvantaged learners in their classes and the extra support needed to close the 'lockdown' learning gaps as much as possible.
Targeted support	Ensuring enough time for English and maths faculties to support intervention strategies and evaluate impact.	Maths faculty have a specific intervention teacher and some time given over to English faculty for intervention. English and maths HoF share a line manager so meetings are possible for discussion of key students with LfD as well.
Wider strategies	Attendance of students to breakfast clubs	Students chosen with attendance in mind; school comms messages sent to parents as a reminder; students reminded via Year 11 google classroom.

Review: last year's aims and outcomes

Aim	Outcome
To close the P8 score gap for PP students	<p>Last academic year saw a positive gap for the P8 score of PP students compared to non-PP students. The gap was +0.07.</p> <p>This is due to the success of the five minimum expectations for staff when teaching PP students, which is detailed above and is to be carried through this three year plan and developed and evaluated annually.</p> <p>Students were monitored and tracked closely with 'big hitters' and 'positive hitters' regularly shared with staff to enable staff to see where progress was being made and extra interventions still needed to take place.</p> <p>HoF were able to discuss with Line Managers the progress of PP students in their faculty and LfD highlighted key students both in staff meetings and at LSG to keep profile raised within school.</p>

<p>To strengthen the quality of teaching of PP students ensuring all teachers have very high expectations for their progress.</p>	<p>Learning walks evidenced that staff knew their PP students well in terms of their ability and their current progress.</p> <p>Work studies showed that staff were meeting the needs of disadvantaged learners through both differentiation and stretch and challenge. Books were marked appropriately, providing personalised and useful feedback for PP students.</p> <p>Lesson observations also evidenced that staff knew their PP students well, using a range of teaching and strategies to engage students; including questioning, varied groupings for ability/topic/tasks.</p> <p>Staff used reading age data to ensure PP students were appropriately supported and challenged to ensure high expectations.</p>