

Pupil premium strategy statement

1. Summary information					
School	Aldridge				
Academic Year	2018-19	Total PP budget	£399,245	Date of most recent PP Review	Feb 2015
Total number of pupils	1501	Number of pupils eligible for PP	442 (34% cohort)	Date for next internal review of this strategy	2019

2. Current attainment					
	Pupils eligible for PP (your school)		Pupils eligible for PP (national average 16-17)	Pupils not eligible for PP (national average 16-17)	All pupils (national average 16-17)
	2017	2018			
% achieving 5-9 in English / Maths	22	26	24.5	49.4	42.6
% achieving 4-9 in English / Maths	37	47	44.3	71.2	63.9
Progress 8 score average	-0.54	-0.39	-0.4	0.11	-0.03
Attainment 8 score average	34.8	40.3	37.0	49.8	46.3

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Results in 2018 and internal predictions for 2019 show number of PP MPA pupils who achieve grade 4 and 5 in Maths is 20% below school target
B.	Results in 2018 and internal predictions for 2019 show number of MPA PP pupils who achieve grade 4+ in English is 20% below school targets
C.	Year 7 literacy skills: 20% of PP pupils start year 7 with a scaled score below 90.
D.	Relatively high proportion of PP pupils evidencing low levels of motivation as measured by their 'ready to learn' grades.
E.	Lower percentage of PP pupils below target in 8 or more subjects in years 8 and 9 in 2018-19 than in 2017-18.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	

D.	Attendance and persistent absence of PP students 2017-18: 93%, Non PP: 96%, PA PP 16.6% and non PP 7.1%. This reduces the amount of time they are in lessons, impacts on their learning and causes them to fall behind.
E.	Parental engagement is low for some PP – particularly attendance at Parents’ Evenings (50%) and supporting study/revision at KS4.
F.	Social and emotional barriers: Many PP pupils evidence low self-esteem and lack of aspirations.
4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)	
	Success criteria
A.	Key stage 4 MPA PP boys to achieve target grades in Maths At each progress check, all MPA PP year 10 and 11 pupils to be predicted closer to their targets: Grade 4: 75% (predicted in July ‘18 at 51%) and Grade 5: Target 53% (predicted July ‘18 at 44%)
B.	Key stage 4 MPA PP boys to achieve target grades in English At each progress check, all MPA PP year 10 and 11 pupils to be predicted closer to their targets. Grade 4: 81% (predicted in July ‘18 at 57%) and Grade 5 Target 63% (predicted July ‘18 at 44%)
C.	PP Mentors to become more effective in supporting pupils, to prevent issues such as: barriers to learning, self and work management, behaviour, personal confidence etc impacting on learning Percentage of C and D ‘Ready to Learn’ grades will decrease for each PP pupil 2017-18 figures Year 7(year8 18-19) C= 37% D= 59% Year 8 (year9 18-19) C= 57% D= 61% Year 9 (year 1018-19) C= 44% D= 52% Year 10(year11 18-19) C= 42% D= 53%
D.	PP pupils’ progress relative to target in years 8 and 9 to be at least in line with non PP pupils In 2017-18, on or above target in 8 or more subjects: Year 8: 45% Non PP 65% Year 9: 33% Non PP 58 to increase to 65% in 2018-19.
E.	Average attendance and PA for PP pupils to increase. PP pupil attendance will increase from 2017/’18, 93%, to at least 2018/’19: 96%
F.	Greater engagement from parents at parents’ evening, year 11 interviews and in response to offers of support. Attendance of PP parents at parents’ evenings or for similar purpose will be at least 80%
G.	For year 7 pupils who have had catch up literacy to have improved reading ages For the 14 PP pupils in current year 7 with reading scaled scores of below 90 to have increased their reading to be at least 50% closer to their chronological age. (e.g.90 to 95 if chron reading age equates to score of 100)
H.	Better quality, targeted mentoring will result in lower proportion of PP pupils needing to access emotional, health and wellbeing support. Referral of PP pupils to CAHMS and school Alder Centre will decrease

5. Planned expenditure

Academic year 2018 - 2019

The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Faculty self-evaluation will include quality of teaching and learning for PP pupils.	Monitor: teacher awareness of PP pupils and needs, evidence from progress data, pupil motivation.	In 2017/18 a similar focus on awareness and T&L was identified as a key factor in improving outcomes.	It will be a priority for Fac. Leaders and built into line management assessment criteria.	FHB	Termly
CPD will improve the quality of teaching for all but especially PP. All teaching staff will be aware of PP pupils and share responses to particular learning and motivational needs.	Make PP pupil needs a standard focus for all CPD training on learning, course planning and motivation.	Effective targeting of CPD to individual/team needs and application of greater understanding of the learning and encoding processes identified as a significant factor in raising achievement 2015 – 2018.	Development of in-school and cross MAT CPD is a whole school priority and has been incorporated within delegated responsibilities of specific leadership staff.	FHB ABI GWI Fac leaders	Termly
85% of PP pupils in years 8 and 9 to be on target in 8 or more subjects.	Ensuring mentors and subject teachers are aware and accountable for the progress of PP students.	Increased awareness of need for challenge and support identified as success factor in raising achievement 2015 – 2018.	All PP pupils will have a personal mentor responsible for monitoring progress against target and arranging interventions if required. Varying degrees of PP student need have been analysed and	FHB ABI	Termly

			categorised to ensure degree of intervention commensurate with need.		
Total budgeted cost					£176,267
ii. Targeted support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Individual support and mentoring, targeted according to degree and type of need.	Categorise degree of pupil need. One to one tutoring/mentoring	Effective attachment of appropriate mentor to mentee identified as effective strategy for meeting individual needs.	Ensure resources are accurately, proportionately and effectively targeted to meet pupils' social, emotional, practical and learning needs.	FHB ABI	Half termly. (Random interviews, inspect mentor logs)
Year 7 PP students with reading age below chronological age on entry, to reach, or at least significantly close the gap on, age related expectation of reading/ comprehension level by the end of the year.	'Catch up' literacy course. Liaise with parents to encourage and monitor reading at home. Use of learn to earn to reward achievement	In-house experience and research evidence from the Sutton Trust / EEF proves that improving the reading comprehension of pupil premium students significantly impacts on progress in all subjects.	Assign and train specialist staff/peer mentors. Students will take the STAR reading age test at the end of each term to assess progress.	NC KH ALE	Test data will be evaluated at the end of each term. Attendance and engagement will be monitored weekly.
Positive learning environment, Power Hour, breakfast club, uniform	To support PP pupils who have lack of appropriate space and equipment to complete revision	Evidence from EEF indicates that support with appropriate homework can impact positively on outcomes,	Monitored by SLT members to ensure quality of relationship and rigour.	FHB Mentors	Monthly report to SLT line manager.

	and homework at home				
Attendance and PA of PP pupils to be in line with non PP.	Target, monitor and support students with poor attendance record. Provide bus passes to ensure pupils are able to get into school. Prioritise PP pupils for EWO caseload, consider appointing school attendance officer to replace EWO.	Identified as a key success factor in-house and by EEF.	Training to enhance staff awareness and skills – Alder Centre Manager, form tutors and House officers.	SHS Alder Centre Manager. Form tutors. House Office	Half termly
For high risk and vulnerable pupils: identify sources of anxiety/stress, low self-esteem etc. Ensure holistic response.	Provide counselling, small group therapy and bespoke mentoring via support staff. If appropriate, counselling support via internal provider	Identified as a key success factor in-house and by EEF.	Use trained and skilled staff and arrange additional training if necessary.	SHS MMO	Half termly
Total budgeted cost					£196,034
iii. Other approaches					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improved provision for targeted pupils of character and	Prioritise limited funds to match experience to need	In-house evidence that such experiences can be life changing for some and have made a greater	Do our best to use information re the pupils and providers to get an appropriate match.	FHB	Pupil feedback using external and debrief following each event.

confidence building experiences.	– both individuals and small groups. Pupil survey revisited each term.	impact than one day school sessions.			
Increased incidence and effectiveness of home-school communication.	Train and encourage mentors to make regular contact between school and parents. Develop use of text messaging for praise and encouragement, and to facilitate parent attendance at Pts'. Evgs. Etc. Follow up calls to parents that didn't attend offer single appointments at alternative times	In-house experience and evidence from the EEF suggests that increased parental involvement has a positive impact on outcomes for PP pupils.	Train and encourage mentors and form tutors. Log parent attendance and responses and assess impact.	Heads of House Mentors	Half termly
Aspirations of PP pupils will be raised and better directed.	Provide in depth and targeted careers advice and guidance for all PP students – involving mentors and parents where possible. Facilitate PP pupil participation in trips to universities/ skills show/The Brilliant club. Oxford	Evidence of motivating effect on many previous PP pupils.	Train and ensure the involvement of Careers Adviser, mentors/form tutors, so that pupils obtain quality advice and gain a clear sense of the pathway to the career of their choice (or relevant work/visit experience).	School Careers Adviser VIH/JN Form Tutors	Half termly

	University Step Up programme. Use of Aim Higher mentors				
Total budgeted cost					£23800

1. Review of expenditure				
Previous Academic Year		2017-2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
Improved progress of disadvantaged HPA and LPA students..	CPD to all staff on positive strategies to engage and enhance the progress of disadvantages pupil.	<p>Most teachers are planning tasks / activities that challenge students of all abilities, this is evident across the school. There are areas of strong practice such as in KS5 science and English and in KS4 humanities. This has been an area of focus in the school.</p> <p>Data from 2016-2018 demonstrates a larger gap in attainment 8 for HPA PP students and HPA non-PP students, compared to LPA PP and non-PP students.</p> <p>The A8 achieved by HPA PP students is -7.13 compared to their non-PP counterparts. The LPA PP students achieved a greater A8 score than the non- pp LPA students, +1.74 greater.</p>	To ensure that all areas are as strong as the best this will continue to be a school priority next year.	<p>£30000 for CPD</p> <p>£26145 for AH to analyse progress</p>

	<p>Appointment of a Raising achievement leader.</p>	<p>GWI has attended all PIXL meetings accompanied by one of the faculty leaders. The most appropriate strategies for Aldridge School have been shared with teaching staff through CPD. Regular visits from the PIXL team have enabled a focused discussion over current predictions and current methods of identifications. Progress data was externally reviewed and alternative interventions were identified. The impact being that 7/20 students demonstrated progress from the initial data capture at the beginning of the academic year. Overall the VA for those students was -0.26.</p>	<p>Continue looking at different groups of individuals for intervention / mentoring across all levels of achievement. GWI is excellent at delivering CPD gathered from the PIXL conferences. GWI to embed this further into the schools practice.</p>	<p>£60392</p>
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	Power Hour	<p>Power Hour was a popular and engaging venture. 80 students in total took advantage of this opportunity to study in an environment to do so, 24 of which were PP. Power Hour ran in addition to regular booster sessions. Students attended up to 29 sessions. In total the maximum no. of sessions attended by a PP student was 24. The attendance of PP students to Power Hour was not as good as non-PP students.</p> <p>The data indicates that PH has had an impact for all students not just PP students.</p> <p>For PP students the gap between their actual A8 and their estimated A8 score was less than those that did not attend. -1.35 for attenders and -5.87 for non-attenders.</p> <p>For non-PP students the gap between actual A8 and estimated A8 scores was greater, + 4.76 for attenders and -1.35 for non-attenders.</p>	<p>Power Hour grew over the duration of the academic year. Students responded well to the revision cards and folders supplied and the environment within which they were working. To further encourage attendance, rewards will be issued for every 5 sessions attended.</p>	£1160
	Revision materials do Yr 11 disadvantaged pupils.	<p>All Yr11 & Yr10 PP students were brought English revision materials. Revision materials and course texts were provided to allow the students to make the necessary notes in them in order to prepare for their examinations. PP students achieving 5-9 in Eng and Maths in 2018 summer examinations is 26% with a target of 33% compared to last academic year of 21%.</p>	<p>Not having the necessary texts put PP students at a disadvantage. Thus, removing a barrier to learning.</p>	£1068

	To enable all eligible pupils to have full access to a broad educational experience.	Funding requests have been made by both staff and parents. Students have attended trips such as Byntisillio, Wimbledon, Dunfield house and Germany. This has given some students the opportunity to enjoy new experiences and visit new places.do. It has also given further enhancement of other areas of interest such as Music.	Introduction of a policy regarding the funding of trips and visits by PP students, to ensure all PP students are treated equally and have the same degree of funding available to them.	£579
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact:	Lessons learned	Cost
	Pupil Premium mentors will carry out assertive mentoring with key identified students.	Assertive mentoring has taken place. Key students were identified from progress checks. Current progress checks in Yr 7, 8 & 9 indicate that the gap is closing where the % of PP students making progress is greater than other students. Yr. 11 results indicate an improvement in A8 scores at 40.3 with a target of 47 compared to 34.6 the previous academic year. Students identified for behaviour incidents have shown a decrease in the no. of behaviour points awarded on a weekly basis.	Mentors have been assigned key students to work with. This will encourage dialogue with the students and give parents the opportunity to make greater contact with the school.	£85103

	<p>Key groups of pupils identified for intervention with key area leaders.</p>	<p>Following progress checks, key groups of under-performance were identified, for PP students. Data indicates an improvement in A8 from the previous academic year in key performance indicators. The overall A8 achieved 2017-2018 40.3 (target 47) compared to 34.8 the previous year. PP students achieving 5-9 in Eng and Maths has also increased from 22% in the previous year to 26% (target 33%). % of PP students achieving 4-9 in Eng and Maths has increased from 37% to 47% (target 70%).</p>	<p>Identifying different groups of individuals and tailoring the mentoring to meet the individual needs of the students has given a more specific focus on what the students need to do to make the necessary improvements.</p>	
	<p>Catch- up literacy</p>	<p>Catch-up programmes have shown a positive impact, particularly for literacy. 17 students were selected for literacy catch-up over the duration of the year. All students made progress from their starting points, with all but one student not reaching their actual age.</p>	<p>This support will continue as the outcomes are successful.</p>	<p>£4172.6</p>

	Extraction groups in English and Maths	<p>Maths & English extraction groups have run throughout the academic year. Year 8 data indicates greater progress has been made with students working on target or above. 13% of all PP students have are now working at or above target compared to the beginning of the academic year.</p> <p>Results demonstrate a 4% increase in the number of PP students achieving grades 5-9 in both Eng and Maths and an increase of 10% in students achieving grades 4-9.</p> <p>Upon analysis of those students selected for mentoring there appears to be a lack of significant impact. 56% of those students intervened for English achieved grades 4-9 in English Lang and 61% of students intervened with achieved grade 4-9 in English lit. 42% of students intervened with for maths achieved grades 4-9.</p>	The number of hours allocated to English/Maths academic mentoring has been reduced to take into account the small amount of progress that is being made. More assertive mentoring will take place.	£23686
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact:.	Lessons learned	Cost
Improved behaviour and attendance of PP pupils.	Humanutopia sessions	<p>Humanutopia proves to be a very inspirational day for both the students and the staff involved.</p> <p>The sessions are very thought provoking and interactive and the students enjoy the day. From the year 9 session 45 students chose to become Yr9 heroes and support Yr7 during the 'Who am I?' session.</p>	Although Humanutopia is very exciting and is aspirational, the longevity of its impact however has proved questionable. Therefore, the school has decided to employ Elevate. Elevate are a company that focus on revision techniques and exam preparation. It is felt that this will have more of a measurable impact.	£9750

	Use of PASS survey with specific targeted pupils.	The PASS survey was not completed during this academic year.	PASS Survey to be completed 2018-2019.	0
	AH to monitor attendance of disadvantaged pupils and to implement strategies.	Average attendance of PP students 93.05% This has improved from the previous year which was 92.8%	New biweekly attendance reports will make attendance a high priority, biweekly list of students will allow for more frequent tracking of attendance.	£26145
	Bus passes	42 PP students are currently in receipt of bus passes. From those 10 out of 42 attendance is below that of 90%. 3 out of the 10 students whose attendance is below 90%, their attendance has improved since the previous year. 15 of those students were Yr 11 and 11 out of 15 students attendance was above 90%.	The purchase of bus passes has ensured that students are attending school and that the majority of those receiving bus passes attend above the 90% threshold. This will continue into the next academic year.	£10099.33
Ensure all PP pupils have correct uniform and equipment for learning				£1000

