Pupil premium strategy statement 2020-21

Aldridge School overview

Metric	Data
School name	Aldridge School
Pupils in school	1303
Proportion of disadvantaged pupils	362 [28%]
Pupil premium allocation this academic year	£345,710
Academic year or years covered by statement	2020 - 21
Publish date	November 2020
Review date	April 2021
Statement authorised by	
Pupil premium lead	Catherine Larkin
Governor lead	Jamie Lowe

Disadvantaged pupil performance overview for 2018-19

Progress 8	-0.37
Ebacc entry	33%
Attainment 8	41
Percentage of Grade 5+ in English and maths	33

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	-0.2	August 2021
Attainment 8	45	August 2021
Percentage of Grade 5+ in English and maths	40	August 2021
Attendance	95%	July 2021
Ebacc entry	37%	February 2021

Teaching priorities for current academic year

Measure	Activity
Priority 1 **Improved students' resilience, responsibility and respect for their own learning**	• We have a team of 5 PP mentors who work in school with targeted students who are identified by data capture points as needing further support. • The mentors work with students across all year groups from Y7 to Y11. • Students will receive weekly meetings to focus on their academic progress across their subjects or to improve their attitude to learning. • Mentors can provide additional pastoral care, guidance and support where needed to help focus the students when they are in school. • This process is reviewed after each further data capture to monitor the impact. • During lockdown, mentors are continuing to work with their students via email, phone calls to ensure students have additional support with their work.
Priority 2 **Improved reading ages for those Y7 and Y8 PP students receiving reading intervention**	• 'Catch up' literacy course. Liaise with parents to encourage and monitor reading at home. • Data collected regularly to monitor the impact of weekly sessions. • Training of further staff to support if demand increases due to Covid 19. • Look at whole school reading strategy – how is reading taught in lessons? How to increase the practise of reading in class? How to teach reading across subjects? • Reading programme in Y7, Y8 and Y9 to encourage students to read. Supported by the Library and Bedrock programme. • Remote book club, a copy of Fantastic Mr Fox will be purchased and sent home for students, so they can engage in a remote book club.
Priority 3 **Consistent high-quality teaching, with awareness of the needs of all PP pupils, where all teachers follow the 'Aldridge lesson' and ensure 'Teaching to the Top'.**	• Teacher highlight PP students on seating plans. • Targeted questioning in lessons to engage the learning and check understanding of the PP students. • Priority marking of PP work. • CPD for teachers on how to prioritise the PP students – this will be focus for the Spring Term

	QA, as we are able to look at lesson observation and student voice. • Share the "Ten Top Tips" with teachers in Spring Term 2021, to raise the profile of PP students and how to support them in lessons.
Barriers to learning these priorities address	• Data shows that in KS4 PP students perform less well than non-PP. Data on the 4 Rs can show that PP students can have lower "grades" when it comes to their resilience, being respectful and responsible for their own learning. • Students in KS3 with reading ages lower than their chronological ages will struggle to access the wider curriculum. • Ensuring quality first teaching, that prioritises the learning of the PP students in the classroom. Consistency of standards achieved by QA and CPD.
Projected spending	£70,000

Targeted academic support for current academic year

Measure	Activity
Priority 1 **66% of PP students achieve a grade 5 in Maths and English.**	• Y11 and Y10 students withdrawn from one core PE each week to have small group intervention in English and maths. • Faculty Leaders for English and maths to work together for matching PP students after data capture to look at further intervention; Catch Up Classes or T&L priorities. • Link to Catch Up Plan and additional tutoring for key students in English, maths and science. • PP maths and English support is continuing through lockdown with our mentors, who are also supporting in-school students with their work.

Priority 2
 Diagnose individual barriers to learning, to further support mentoring and improve aspirations
	• Edukit surveys completed in Y11 and Y10
	 • Results analysed and further support and intervention considered from external agencies:
	    ☐ Aim Higher
	    ☐ Into University
	 • Destination interviews with Sixth Form Team and Careers Guidance Counsellor to support plans for post 16 and inspire performance in KS4. Priority to PP students.

	• Target students who do not have clear plans post 16 with further support. • We are looking into the use of the Edukit App so this can be used by students on their phones and data can be collected during lockdown
Barriers to learning these priorities address	• KS4 outcomes across the EBACC subjects are lower for our PP students, particularly in maths. • Low aspirations and confidence with their own learning as evidenced in some of the reports on 4Rs. The ability to identify individual barriers for students to support them in improving their outcomes.
Projected spending	£20,000

Wider strategies for current academic year

Measure	Activity
Priority 1 **To increase PP attendance to 95%** **To reduce persistent absence to <12%**	• Target, monitor and support students with poor attendance record. • Bus passes issued termly for those attending • PP mentors work on case-load of PA PP students to encourage attendance, monitored by MMO. • Prioritise PP pupils for Attendance officer caseload.
Priority 2 **To engage more PP parents to parents evening; >70% in all years.**	• House staff to identify the families to contact in advance of Parents' Eve. • House staff to nominate those families they will contact and PP mentors will do the remainder. • PP mentors complete a round-robin report and feedback to parents if they are unable to attend.
Barriers to learning these priorities address	• Attendance of PP students has not been as strong in previous years as non-PP students, particularly with persistent absences, which are students who have attendance of <90%. • In-house experience and evidence from the EEF suggests that increased parental involvement has a positive impact on outcomes for PP pupils. We need to engage with our harder to reach families so that there is good relationship between school and home.
Projected spending	£29,000

Monitoring and implementation

Area	Challenge	Mitigating action

Teaching	1. Ensuring we improve resilience, respect and responsibility with the uncertainty with lockdown and move to remote teaching. 2. Continuing a reading programme remotely. 3. Quality of remote teaching for PP students.	Continue to monitor families with PP mentors. Mentors are on the rota for in school provision and also provided with technology to make contact outside school (APP on phones). Remote reading group for Y7 and Y8. Ensuring the allocation of the DFE devices and deploying these to families with greatest need. Additional spend on laptops for short fall.
Targeted support	1. KS4 outcomes for English and maths. 2. Individual barriers – use of Edukit	Use the Catch-Up plan to support the tutoring programme In school, sessions were planned for January 2021 – these may be offered later in year. Focus QA on PP provision and use PP mentors to track and encourage engagement with work. Investigating the use of Edukit APP so this can be accessed by students from home.
Wider strategies	1. Attendance cannot be tracked during lockdown. 2. Parents' Evenings have moved online so concern that families may not be able to access the forum through lack of technology	Ensure contact home with those PP families where there has been no communication. PP mentors used to support this process.

Review: last year's aims and outcomes

Aim	Outcome
Consistent high quality teaching, with awareness of the needs of all PP pupils. All teachers follow the 'Aldridge lesson' and ensure 'Teaching to the Top', including challenge and support for PP student.	QA from Autumn term and Spring term 1 showed the use of Aldridge lesson was widespread, but there was limited chance to fully evaluate the impact of this due to the national lockdown in March. This aim continues to the current academic year.
80% of year 11 HPA PP (22 pupils in total) to achieve at least grade 5 in Maths and English.	No national data comparisons as KS4 and KS5 based on teacher assessments.

Prediction at end of year 10, 70%.	64% of HPA PP students achieved a 5 or above in English and maths Target for improving outcomes in KS4 for English and maths remains a focus for the current academic year.
Raise attainment 8 score from 40 to 45. The gap between PP and non PP A8 be less than 6 (in 2018 it was 10 in 2019 it was predicted to be 10)	Again data from the summer examination entries was teacher assessed. A8 for PP was 40 A8 for non PP was 53.8
To increase attendance to 95% (93.1 in 2018-19) To reduce persistent absence to 12% (19.6 in 2018-9)	Attendance figures from before the national lockdown in March 2020 show that PP absence was 8.47% and the PA of this groups was 21.41%, which was higher than the previous year. This will become a focus for the current academic year.
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.	There are now 5 PP mentors which has increased the capacity within the team. Their training is something to focus on for the current academic year.
PP pupils' progress relative to target in years 8 and 9 to be at least in line with non-PP pupils	In school data shows that there is less of a gap at KS3 in January 2020. Year 8: • 87.5 % of PP students where on or above KS4 target in 8 or more subject. • 82.2 % Not-PP students where on or above KS4 target in 8 or more subjects. Year 9: • 85.2 % of PP students where on or above KS4 target in 8 or more subject. • 74.9 % Non-PP students where on or above KS4 target in 8 or more subjects.