

The Astley Cooper School

Closing the Disadvantage Gap strategy

Teaching and Learning- CPD

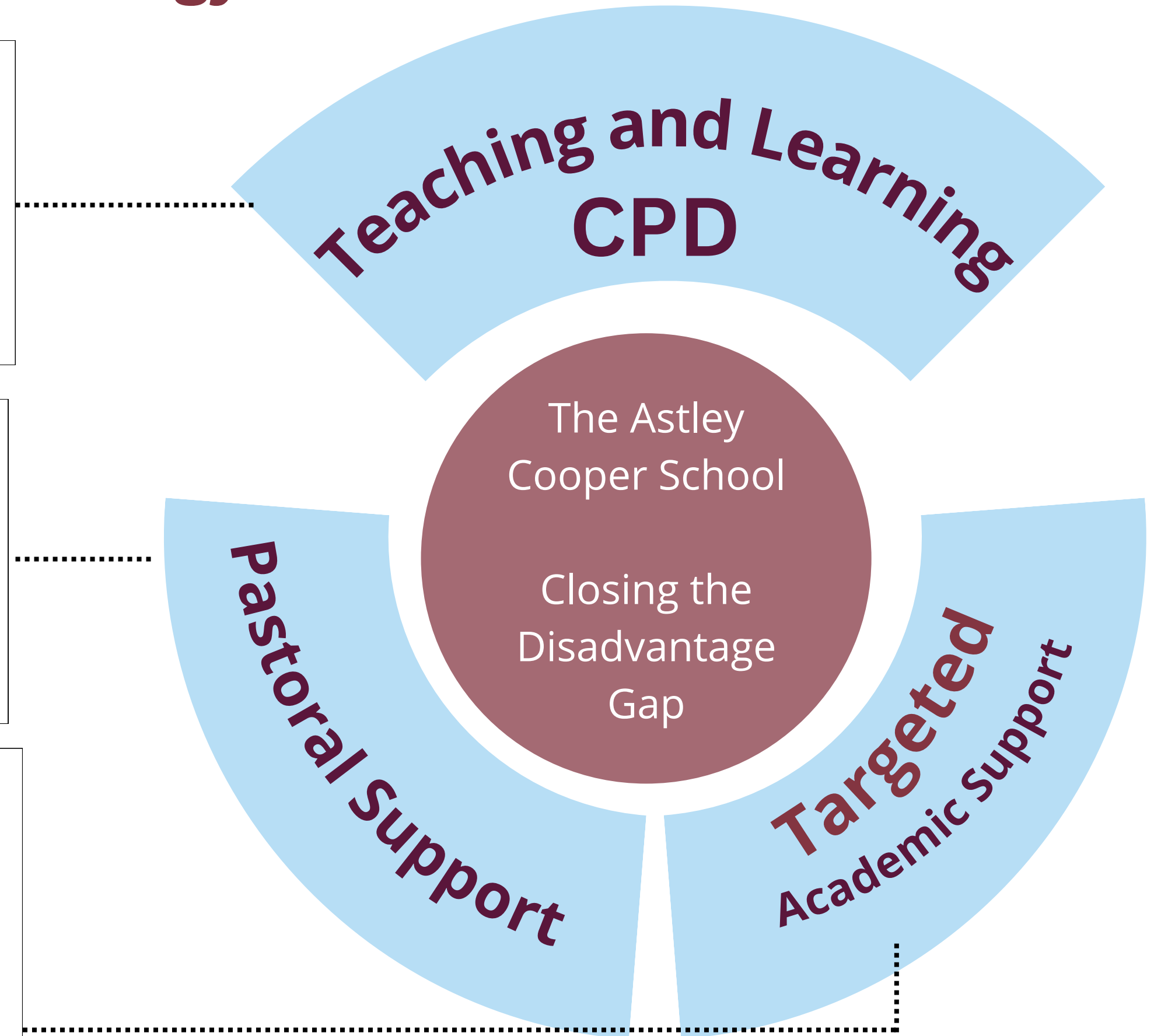
Great teaching is paramount to the success of all students, but in particular those student who have a disadvantage, be that social, economic or ethnic background or special educational needs. Key to our strategy is constantly improving teachers skills and knowledge to impact on students learning.

Pastoral support

Alongside great teaching students who face disadvantages often require pastoral support. This comes in many froms including support with attendance, social emotional and behavioural needs as well as providing students with opportunities and experiences outside of the classroom and school setting.

Targeted academic support

Disadvantaged students often fall behind and require extra and specific support from teachers, tutors, High level teaching assistants, teaching assistants and other professionals. Our strategy enables the early detection of struggling students and implements specific and targeted support quickly.



ACS Three Year Strategy

Overview of key actions*

2022-23

Teaching, Learning and CPD

- The ASC way teaching framework launched and developed
- Focused Professional development on LEARN strategies
- Redesign assessment processes
- Launch T&L team
- Phase 1 of Middle leader training

Pastoral support

- Redesign and launch behaviour systems - "The Paul Dix/pivotal way"
- Launch "Go 4 schools" to support staff in home-school communication
- Redesign attendance processes and procedure -"Attendance matters" plan
- Appointment of extra attendance officer
- Appointment of INCO/ SENCo and remodelling of SEN provision
- Alternative education offer updated
- New careers plan designed and launched - "Astley Aspire"

Targeted Academic Support

- HfI reading fluency intervention programme launched including NGRT testing
- School led one to one tutoring
- Success Saturdays for Year 11
- Aspire higher programme
- "LEARN Literacy and Library" 3 year plan phase 1 undertaken

2023-24

Teaching, Learning and CPD

- The ASC way teaching framework fully embedded into teachers' practice.
- Trial/launch of GL assessments
- Focused Professional development on LEARN strategies
- Development of assessment processes
- Phase 2 of Middle leader training

Pastoral Support

- Further development of "The Paul Dix/pivotal way"
- Appointment of Lead Practitioner(s) in behaviour
- Attendance "matters" programme developed
- Launch new SEN provision processes
- Alternative education offer reviewed and adapted including in-house support from Learning mentors
- "Astley Aspire" phase 2 implemented

Targeted Academic Support

- Reading intervention programme expanded
- School led one to one tutoring
- Sixth form - lower school mentoring introduced
- Residential study camps for ks4
- "LEARN Literacy and Library" 3 year plan phase 2 undertaken

2024-25

Teaching, Learning and CPD

- The ASC way teaching framework evaluated and improved
- Highly effective Assessment processes embedded
- Focused professional development on LEARN strategies
- Peer to Peer coaching system introduced
- Phase 3 of Middle leader training

Pastoral Support

- Behaviour system audited evaluated and improved
- "Attendance Matters" programme expanded
- SEN process and procedures fully embedded across the school (including SEN ambassadors in each department)
- Alternative education "pathways" system introduced
- "Astley Aspire" phase 3 implemented

Targeted Academic Support

- Reading intervention programme fully e
- School led one to one tutoring
- Cross school peer support programme
- "LEARN Literacy and Library" 3 year plan phase 2 undertaken

**Not an exhaustive list of all interventions*

Pupil premium strategy statement Astley Cooper School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	857
Proportion (%) of pupil premium eligible pupils	311 (37%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	10th December 2022
Date on which it will be reviewed	August 2023
Statement authorised by	S Orsborne
Pupil premium lead	I Tilbury and B Daddow
Governor / Trustee lead	Jackie Moore

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,665
Recovery premium funding allocation this academic year	£40,796
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> <i>*Recovery premium received <u>in academic year 2021 to 2022</u> can be carried forward <u>to academic year 2022 to 2023</u>. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ Pupil Premium: £43,371.46 Recovery premium : £21,388
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£390,220.46



Part A: Pupil premium strategy plan

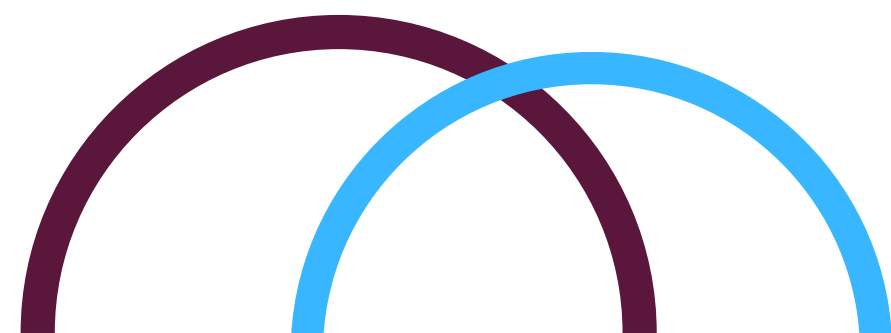
Statement of intent

Our students, regardless of socio-economic background, should all progress to their potential.

We want to raise aspirations so that our students actively consider a range of post 16 pathways. The combination of high-quality teaching and high-quality pastoral care are at the heart of our strategy.

A proactive approach to identifying specific needs in order to remove all barriers to learning is a driving force of the school's work. Continuous development and adaptations to the curriculum drive improvements in teaching, learning and attainment and enable all students to achieve.

Use of robust evidence informs our strategy.. This includes internal and external use of summative assessments as well as work scrutinies, lessons observations, attendance and behaviour data as well as student interviews. The school's decisions on strategies are researched informed using the EEF toolkit alongside other reputable sources of educational research to aid planning of teachers' professional learning.



Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Learning and Achievement. PP students significantly performed worse than non PP students. In public examinations in 2022 students eligible for PP funding achieved a progress 8 score of -1.24 in comparison to a progress 8 score of -0.68 for non pupil premium students. Current data suggests that this gap is still significant. The most significant challenge for the school is to improve the overall quality of teaching.
2	Attendance. The attendance of our PP students is currently below national averages and below that of their non-PP students. Attendance in 2022-23 for disadvantaged is significantly below that of other students (84% versus 90%) Persistent absence for disadvantaged students is significantly higher than for other students (43% versus 23%)
3	Behaviour and Limited Aspirations. There is a disproportionate amount of poor behaviour from students who are disadvantaged. There is also a disproportionate amount of disadvantaged students that require support with a range of mental health issues. Aspirations could be described as limited. Evidence through interviews as well as NEET figures (that are sig higher than national or local) support the assertion that students lack the knowledge as well as the opportunities to aspire high. Disadvantaged students are less likely to undertake A levels at sixth form.
4	Literacy. Inextricably linked to Learning and Achievement. Across the school the gap between chronological and current reading age is a concern. This hinders students abilities to access our challenging curriculum

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved student learning and outcomes in public examinations.	Students achieve in line with FFT50 projections. The gap between PP and Non PP closes to at least the national average gap.
Improved attendance	Significantly reduce PP student absence. Attendance of PP students to be in-line with both national and school non PP students
Improved behaviour	Reduced number of suspensions of PP students by 50%
Raised Aspirations	Increased percentage of disadvantaged students joining the sixth form so they are proportionately represented Reduced NEET figures to be in line with local and national figures

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £100'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop teachers abilities to be highly effective practitioners in line with the ACS T&L framework	EEF toolkit shows that effective teacher development is one of the most significant contributions to student success. The work of Professor John Hattie demonstrates the importance of Teacher development, especially in regards to teachers abilities to <u>effectively</u> implement pedagogy that is integral to the ASC teaching and Learning framework.	1,3
Focused professional develop on LEARN strategies	LEARN strategies are based on what research has shown to make the biggest impact of learning and achievement; Feedback, Meta-cognition, Collaborative learning, literacy.	1,2,3
Developing assessment practices. Providing staff and students with the tools to be well informed and analyse data (go4schools)	The work of Wiliam and Black demonstrates the importance and significance of ensuring that assessment for learning is embedded across the school.	1
Middle leader development programme - moving from "Transformational" to "instructional" leadership	Research has shown that Instructional leadership has the greatest impact on student achievement (Hattie)	1

Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £85'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led one to one tuition	The EEF evidence shows the positive impact one to one tuition can have on achievement. It can add 5 months of learning to a student.	1,3,4
HFL reading fluency programme (including Bedrock learning)	The EEF and work by Alex Quigley along with National Literacy Trust show that if Literacy is promoted as well as being specifically taught it can have a significant impact on learning	1 and 4
Success Saturdays	Internal data shows that students who attend Success Saturdays progress.	1,3,4
"Literacy and Library" programme	EEF and work by Alex Quigley along with National Literacy Trust show that if Literacy is promoted as well as being specifically taught it can have a significant impact on learning	1 and 4

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £150'000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redesign of behaviour policy including appointment of lead practitioner in behaviour	Internal data shows that PP students miss learning due to some poor behaviour at a higher rate than non PP.	2,3
"Attendance matters" including an additional attendance officer / breakfast club/ uniform provision/and an extra school councillor.	The Department of education report on attendance "The link between absence and attainment at KS2 and KS4" shows the importance of good attendance.	2
Improved SEN provision including appointment of INCO	OFSTEDs report into SEN highlights key recommendations which inform the development of SEN https://www.gov.uk/government/publications/supporting-send/supporting-send	1 and 4
Astley Aspire higher - including- careers programme/ trips /Brilliant club	The work of Professor John Hattie highlights the effect size of aspirations and expectations have a significant impact on overall attainment and learning.	3

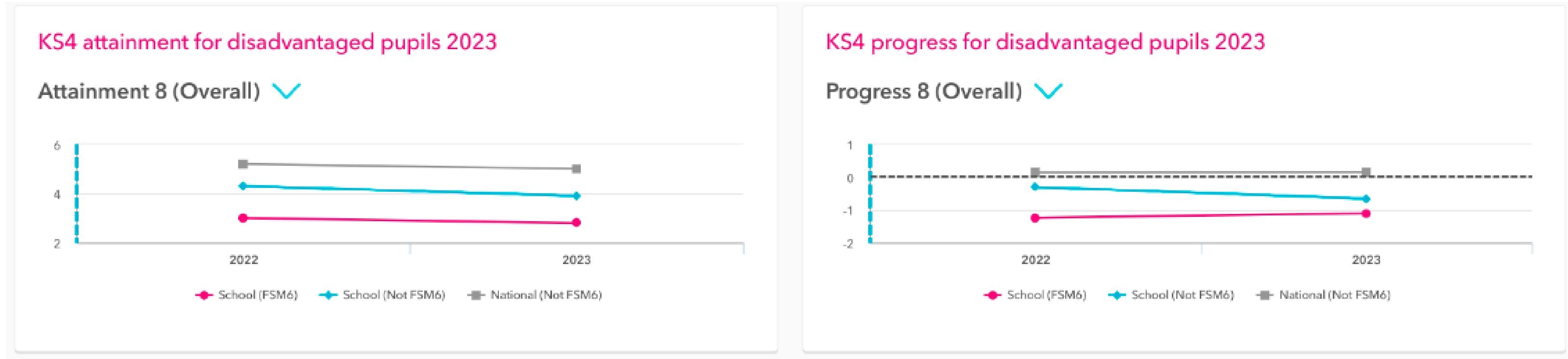
Total budgeted cost: £335'000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our analysis and review shows that there has been an improvement in the outcomes of disadvantaged students. However, our intended outcomes have not been fully achieved partly because the strategy was modified half way through the cycle. In light of the information below we have created a new three-year strategy. The gap in 2022 between Non PP and PP was -0.86 the gap in 2023 -0.5

Data from 2023:



Current data indicates:

	9-4		9-5	
Subject	Mock ALL	Mock PP	Mock ALL	Mock PP
Eng	46%	30%	29%	30%
Maths	40%	22%	26%	18%
Science	27%	12%	16%	10%
Eng/Maths	30%	15%	17%	12%

In 2023 1.7% of students took the Ebacc, in 2024 it is 16%|

There was an 8% gap in absence between PP and non -PP students