

Pupil premium strategy statement

1. Summary information					
School	The Astley Cooper School				
Academic Year	2019-20	Total PP budget	£207,570	Date of most recent PP Review	April 2019
Total number of students	680	Number of students eligible for PP	275	Date for next internal review of this strategy	

2. Current attainment			
	<i>Students eligible for PP</i>	<i>Students not eligible for PP (ACS)</i>	<i>Students not eligible for PP (national average)</i>
Progress 8 score average	-0.192	-0.266	0.13 (PP -0.44)
Attainment 8 score average	40.47	40.92	50.1 (PP 36.7)
Attainment 8/Progress 8 English	-0.41	-0.51	
Attainment 8/Progress 8 Maths	-0.17	-0.06	

3. Barriers to future attainment (for students eligible for PP including high ability)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Students literacy skills entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in Year 7.
B.	Anxiety and resilience – coping with pressure and developing revision strategies
C.	Preparation for learning – organisation, meeting deadlines, being equipped
D.	Having the knowledge, skills and support to achieve their ambitions and aspirations
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
E.	Anxiety and resilience
F.	Attendance and punctuality
G.	Parental involvement and support with school work for some leading to missed deadlines and poor organisation for the school day

H.	Additional responsibilities at home – looking after younger siblings, and other responsibilities
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4. Outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Closing the gap between PP and non PP students in literacy in KS3 – measured using the accelerated reading scores and use of whole class reading each day.	The gap closed or PP students making accelerated progress towards their chronological ages
B.	Improved achievement all PP students HPA the end of KS4	Outcomes in line with non PP students in the identified groups and subject areas
C.	Increased attendance rates for students eligible for PP to be in line with other students.	Attendance above 95% for PP and non PP students
D.	Improved resilience, confidence and preparation for examinations	Increased attendance at intervention / revision sessions for PP students Improved student well being and confidence Student evidence on ongoing revision Students equipped for the school day Improvement in meeting deadlines
E.	Students have a clear understanding of how to achieve their aims and ambitions	Additional careers support Brilliant Club – raising aspirations and awareness of university Ensure destinations match nation average for PP students
F.	Increased parental involvement	Increased attendance at parents' evenings for PP students Sign in sheets – LC data analysis Targeted communication for PP students about whole school events Increased communication between form tutors, class teachers and parents School events to support parents e.g GCSE Success Fair
G.	All students to be able to access the curriculum and make at least expected progress	Students make at least expected progress

5. Planned expenditure					
Academic year		2019/20			
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?
A. Closing the gap between PP and non PP students in literacy in KS3	<ul style="list-style-type: none"> Accelerated reader programme to be conducted through intervention not being used in the same way Use of whole class reading each day 	<p>Accelerated reader has been shown to have significant impact on reading ability</p> <p>Evidence shows that reading together increasing confidence and supports students in decoding more complex texts</p>	<p>Measured using the accelerated reading scores</p> <p>Timetabled each day – whole school imitative. Staff INSET to ensure that staff have the confidence and skills to deliver this successfully.</p>	<p>NPr</p> <p>AG</p>	<p>Termly</p> <p>Half termly</p>

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<p>B. Better attainment for all PP students</p>	<ul style="list-style-type: none"> • Use of PiXL • Dedicated tracking with fixed agenda item in RSL meetings • Actions for individual intervention to be decided in RSL meetings • Targeted intervention strategies and sessions throughout the year • Increased support for SEND PP students – TA support • Purchase of revision guide • Online / revision resources • Past paper printing 	<p>EEF toolkit + 8 mths progress To develop strategies such as use of meta cognition, mastering learning, comprehension, etc (from EEF toolkit + 5 mths)</p>	<p>Measured by 2020 outcomes and inspection dashboard Progress measured for all year groups using internal data</p>	<p>TL & WM</p> <p style="text-align: center;">BD</p>	<p>At each data point, for all year groups</p>
<p>C. Strengthen the role of Middle Leaders in monitoring their departments</p>	<ul style="list-style-type: none"> • Achievement for All Programme • Staff development 	<p>Middle Leaders are key to driving school improvement</p>	<p>Curriculum reviews Middle leader meetings Line management meetings</p>	<p>JR / AW / RB</p>	<p>Department review meetings Line management meetings</p>
<p>D. Improved resilience within the classroom</p>	<ul style="list-style-type: none"> • Achievement for All Programme • Character Education • DESC therapeutic services 	<p>Some students are struggling to cope with pressurised situations e.g exams Resilience is a crucial life skill</p>	<p>Learning walks Whole school meeting schedule INSET time Reports from DESC outreach workers Data relating to attendance, achievement</p>	<p>JR / AW / RB</p>	<p>Line management meetings</p>
<p>E. Students become more independent and proactive learners</p>	<ul style="list-style-type: none"> • Metacognition training and support • Character education 	<p>EEF toolkit shows that this is a low-cost approach which improves student progress</p>	<p>Learning walks Whole school meeting schedule INSET time</p>	<p>JR / RB</p>	<p>INSET evaluations</p>
<p>F. Improved ability of staff to support students in improving behaviour</p>	<ul style="list-style-type: none"> • STEPs training • Emotion Coaching – Achievement for All 	<p>Evidence from STEPS training INSET 04.10.19</p>	<p>INSET time Learning walks Risk reduction plans – anxiety mapping and roots and fruits leading to RRP for identified PP students Curriculum reviews</p>	<p>BD</p>	<p>Inclusion meetings weekly Termly (whole school)</p>

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G. Curriculum which meets the needs of students and embeds the skills they need to be successful	<ul style="list-style-type: none"> • Re-design of KS3 curriculum – provision of resources to support staff in the development of this • Aspire higher - focused subject programme delivered • Text books to support PP learners • Food tech – purchase of ingredient for PP student 	Students need to have the knowledge skills and abilities to thrive in employment and life	New SoWs at KS3 Inset for staff KS3 learning support	TL	Department review meetings Line management meetings – fortnightly
Total budgeted cost					
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?
A. Improved literacy & numeracy progress for Year 7	<ul style="list-style-type: none"> • Use of catch-up funding to support Year 7 students with below age related expectations • Use of AR in English 	Some of the students need targeted literacy support to catch up. This is a programme which has been independently evaluated and shown to be effective in other schools.	Progress grades measured Use of specialist staff to provide small group support for these students	BD / AG	<ul style="list-style-type: none"> - At each point - lit - Assessment data
B Improving attendance & punctuality to be in line with non PP students	<ul style="list-style-type: none"> • Targeted meetings and support for PP students whose attendance is a concern • Late on gates • Attendance clinic • Purchase of uniform • H/t meeting with HOY 	Evidence shows that attendance is closely linked to attainment	TL/MR/AA to monitor and implement. Review regularly.	TL & MR	Fortnightly

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C. Increased aspirations of HPA PP students	<ul style="list-style-type: none"> Brilliant Club initiative Extra-curricular clubs eg Steam club (ask RB) 	Research reports from Educational Policy Institute Social Mobility and Child Poverty Commission report 2015 Sonia Blandford and Achievement for All Sutton Trust	AW to lead on this Course structure of Brilliant Club supports this Support from Programme Officer at Brilliant Club Use of Impact Reports from Brilliant Club to evaluate success	AW	Following each BC placement via impact report Extra –curricular – yearly
D. Increased careers / next steps knowledge for students	<ul style="list-style-type: none"> YC Herts support Aspire Higher – University of Hertfordshire PP students targeted first with additional sessions offered 	Research reports from Educational Policy Institute Social Mobility and Child Poverty Commission report 2015 Sonia Blandford and Achievement for All Sutton Trust	Individual reports for each student each week following intervention Aspire Higher - feedback questionnaire	MR	Fortnightly via line management meetings
E. Improved progress and achievement for disengaged PP learners	<ul style="list-style-type: none"> Use of Dr Martin Van Der Spoel (educational psychologist) to provide mentoring to small groups of students ASDAN course Alternative provides 	Research reports from Educational Policy Institute Social Mobility and Child Poverty Commission report 2015 Sonia Blandford and Achievement for All Sutton Trust	RSL meeting – minutes Horsforth quadrants Reporting systems – RAGs Questionnaire to evaluate MDVS -students	TL BD	Termly
LAC PP students	<ul style="list-style-type: none"> Maths & English intervention tutor for LAC children 	To provide with additional tuition to catch up	One hour per week Maths & English Regular communication between tutor and English teacher	BD	Termly
Maths tuition for Y11 PP students	<ul style="list-style-type: none"> Saturday morning sessions 	Previous evidence Exit questionnaires from previous Y11 students	Results – formal assessment	WM	Termly
Total budgeted cost					
iii. Other approaches					

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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?
A. Improved measurement of impact of PP strategies	Spreadsheet which clearly tracks and monitors use of PP money	We want to ensure that PP money is used effectively to support the achievement and development of PP learners	Regular meetings with Finance team Ensure staff record evidence of impact each term PP spending and analysis is a feature of exam analysis	AW	Termly
B. Enhanced cultural experience for students enabling them to gain an understanding of different environments in the outside world	Discounted places on educational school trips for PP students	Research reports from Educational Policy Institute Social Mobility and Child Poverty Commission report 2015 Sonia Blandford and Achievement for All Sutton Trust	Clarity of instructions on this to staff Separate letters for PP and non-PP students	BD	Yearly
Total budgeted cost					