

Pupil Premium Strategy Statement 2020-21

School overview

Metric	Data
School name	Alsager School
Pupils in school	1221
Proportion of disadvantaged pupils	14.8%
Pupil premium allocation this academic year	£172,855
Academic year or years covered by statement	2019-2022
Publish date	November 2020
Review date	November 2021
Statement authorised by	Andrea O'Neill – Head of School
Pupil premium lead	Lianne Jardine – Assistant Headteacher
Governor lead	Anna Wheaver

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Overall Progress 8 score of 0	September 2021
Attainment 8	48	September 2021
Percentage of Grade 5+ in English and Maths	40%	September 2021
Percentage of Grade 4+ in English and Maths	60%	September 2021
Other	PP Attendance to exceed 95.1%+ Reduce % of PP persistent absentees	September 2021
Ebacc entry	Above national average EBacc Entry for all pupils	September 2021

Teaching priorities

Measure	Activity
Priority 1 for current academic year	Continually review curriculum design to ensure all learners, including disadvantaged students, are explicitly taught the knowledge and cultural capital that they need to succeed in life. Specialist language and subject-specific terminology are embedded into all curriculum areas and lessons.
How this priority addresses barriers to learning	Reduces word poverty and low levels of literacy. Ensures expectations of disadvantaged and low attainers are high. Avoids an intervention culture and shallow learning by focusing on a knowledge rich curriculum that addresses gaps and misconceptions.
Priority 2 for current academic year	Refine formative and summative assessment practice through staff CPD.
How this priority addresses barriers to learning	A range of formative assessments, which are specific, frequent, and provide opportunity for repetition and consolidation, enable question- and pupil-level analysis, which contributes to effective planning. Robust summative assessments and standardisation processes ensure the same standards are applied to all students' work. Comparative judgements are used, where appropriate, and students rank ordered at each Assessment Point to avoid bias and improve the reliability of marks and grades.
Priority 3 – 3-year strategy	Further improve the transition process from primary to secondary so the school and class are more thoroughly prepared for the arriving learner, through increased communication and pre-planning for disadvantaged students.
How this priority addresses barriers to learning	Prevents less resilient learners falling further behind. Resources and additional support used for maximum impact. Strong understanding of learners from ACT primary schools each year, and their prior knowledge. Encourages parental engagement.
Priority 4 – 3-year strategy	Refine homework practice at Key Stage 3.
How this priority addresses barriers to learning	Ensures that high quality homework consistently extends learning.
Projected spending on EBacc staffing/CPD and resources	£65,628 (this academic year)

Targeted academic support

Measure	Activity
Priority 1 for current academic year	1:1/small group tutoring and interventions for low and high attaining disadvantaged students, including non-eligible, educationally disadvantaged.
How this priority addresses barriers to learning	Targets gaps in knowledge that prevent disadvantaged students from doing well. Tackles lack of confidence, resilience and character, or low aspirations.
Priority 2 for current academic year	Increase attendance rates for Pupil Premium students, through a dedicated attendance officer and family liaison officer tracking, supporting and intervening on students' attendance.
How this priority addresses barriers to learning	Reduces poor attendance influencing poor outcomes. Decreases low levels of parental support influencing poor outcomes.
Priority 3 – 3-year strategy	Improve parental engagement through partnership with Achievement for All, a leading non-profit organisation.
How this priority addresses barriers to learning	Decreases low levels of parental support influencing poor outcomes.
Projected spending on interventions, attendance officer and Achievement for All	£52,855 (this academic year)

Wider strategies

Measure	Activity
Priority 1	The implementation of social and emotional programmes and the employment of a family support worker to support vulnerable disadvantaged students and their families.
How this priority addresses barriers to learning	Tackles poor attitudes towards and an inability to cope in a school environment; low self-esteem; overwhelming stress; poor behaviour. Decreases low levels of parental support influencing poor outcomes. Offers practical help and emotional support to families experiencing short or long-term difficulties.
Priority 2	Increasing Year 11 attendance at Breakfast Club and evening meal revision sessions prior to and during the exam season.
How this priority addresses barriers to learning	Improves performance in exams due to increased focus and additional revision.

Priority 3	Widened opportunity and increased participation in the Arts and Physical Education extracurricular activities through a system of tracking and targeted provision.
How this priority addresses barriers to learning	Increases students' cultural capital. Encourages disadvantaged students to participate and play an important role in wider school life. Improves fitness.
Projected spending on staffing, Breakfast Club and extracurricular activities	£54,372 (this academic year)

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development and the redesigning of curriculum/assessment practice.</p> <p>Ensuring enough time to develop primary to secondary transition processes.</p> <p>Strengthening channels of communication with ACT primary schools, which began last year with The Barriers to Learning Group.</p>	<p>Use of INSET, training sessions and faculty meetings; led by Liane Young (responsible for Curriculum), Lianne Jardine (Assessment), and Rob Pearce (Teaching and Learning). Monitoring and evaluation systems to judge effectiveness.</p> <p>SENCO, Heads of College, Adele Snape (responsible for Year 7 transition) and Lianne Jardine (Achievement Lead), to liaise with primary schools to organise the sharing of records/students' strengths and weaknesses, visits from Year 6 teachers and other relevant primary colleagues. Lianne Jardine and Emma Doughty to work in collaboration with Achievement for All, a leading non-profit organisation, to further improve the transition process from primary to secondary school. Internal assessment point data used to monitor student performance.</p>
Targeted support	Ensuring students do not miss learning, which would widen the gap further.	<p>Persistent Absentees to attend reintegration meetings with Head of College and Karen Cleaver, Attendance Officer. Timetabled period 6/form time catch-up sessions for lessons missed. Attendance monitored.</p> <p>Laptops and internet access provided to disadvantaged students so in the event of absence they can participate in live lessons via Teams. Online attendance monitored by Assistant Head responsible for Teaching and Learning, Rob Pearce.</p> <p>Interventions to be led by the Progress Team during form time and Wednesday period 1</p>

	<p>Ensuring tutors/those leading interventions are effectively trained.</p> <p>Engaging parents facing most challenges.</p>	<p>(Spirit). 1:1 and small group tuition delivered in period 6 after-school sessions. GCSEpod, specifically targeting gaps in students' learning, is to be accessed at home/in the school library. Student outcomes will be measured by internal and external data (Assessments Points and GCSE results, respectively). Impact reports of tutoring provided by MyTutor.</p> <p>Intervention is delivered by the Progress Team, class teachers and Curriculum Leaders. Fully trained tutors are provided through the National Tutoring Programme.</p> <p>Appointment of a dedicated Family Liaison Officer, starting January 2021.</p> <p>Staff involved in the Achievement for All programme (including the Progress Team) to engage parents in structured conversations three times per year. Parental participation to measure the effect of the pupil premium expenditure.</p> <p>Heads of College and Pastoral lead, Adele Snape, to continue to liaise with parents.</p> <p>Workshops to build parental knowledge and confidence.</p> <p>Widen the use of text message alerts, following a successful trial by Heads of College between March and July 2020.</p> <p>Continue to use intensive programmes for families in crisis (Triple P).</p> <p>Work closely with external agencies to support families.</p> <p>Ongoing monitoring and evaluation.</p>
<p>Wider strategies</p>	<p>Ensuring enough time for Learning Support Leader to deliver social and emotional programmes to individuals/small groups.</p> <p>Ensuring attendance at breakfast/after school club and extra-curricular activities</p>	<p>Reduced teaching timetables for Arlene Preston, Learning Support Leader and Deputy SEN, Sarah Tatton. Strengths and Difficulties Questionnaire completed at the beginning and end to judge effectiveness. Monitoring of Behaviour for Learning grades. Monitoring of attendance at TLC.</p> <p>Food provided at breakfast/after school club. Monitored by attendance. GCSE outcomes to measure impact.</p> <p>Individually tailored participation encouraged in communication with parents. Message regularly reinforced to disadvantaged students by the Progress team, Heads of</p>

		College and form tutors. Monitoring of attendance at extracurricular activities to evaluate effectiveness.
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Review: last year's aims and outcomes

Aim	Outcome
Overall Progress 8 score of 0	Ongoing
Attainment 8 score of 45	Achieved
Percentage of Grade 5+ in English and Maths = 30%	Achieved
Percentage of Grade 4+ in English and Maths = 60%	Ongoing
PP Attendance to exceed 95.1%+	Not achieved 94.2%
Reduce % of PP persistent absentees	Achieved – reduced by 1.6%
Above national average EBacc Entry for all pupils by September 2021	Ongoing

Previous Academic Year

Total Spending 2019-2020	£161,755
Teaching Priorities	
<p>Activities</p> <p>To review the curriculum design to ensure all learners, including disadvantaged students, are explicitly taught the knowledge and cultural capital that they need to succeed in life.</p> <p>Consistently develop verbal and written feedback practices in the classroom to positively impact on students' learning.</p>	<p>Impact/Evaluation</p> <p>Full curriculum review completed in all subjects, leading to changes in curriculum and schemes of work.</p> <p>New curriculum design from September 2020 to ensure all learners, including disadvantaged, are taught a Language, History and Geography until at least the end of Year 9.</p> <p>Whole-school training (September 2019 - March 2020) led to whole school improvement in teaching of vocabulary, as evidenced by monitoring and evaluation systems. Training programme to continue in 2020-21.</p> <p>Verbal and written feedback implemented and embedded, including whole class feedback, coded marking and live marking. Evidenced in Book Looks and whole-school work scrutiny</p>

<p>3-year strategy - Improve the transition process from primary to secondary so the school and class are more thoroughly prepared for the arriving learner.</p> <p>3-year strategy - Refine homework practice at Key Stage 3.</p>	<p>Began but not completed due to school closure in March 2020. Plans in place for 2021.</p> <p>Homework page in the student organiser amended for 2020-21. Replaced ILAs with frequent, short homework tasks. Curriculum areas reviewed the nature of homework tasks set. In 2020-21, monitor impact on PP learners and make any necessary changes.</p>
<p>Targeted Academic Support</p>	
<p>Activities</p> <p>1:1/small group peer mentoring and interventions for low and high attaining disadvantaged students, including non-eligible, educationally disadvantaged.</p> <p>Increase attendance rates for Pupil Premium students, through a dedicated attendance officer tracking, supporting and intervening on students' attendance.</p> <p>3 year-strategy - Introduce a 'parental empowerment' programme to improve parental engagement.</p>	<p>Impact/Evaluation</p> <p>Internal assessment used to adapt and refine practice. Case studies completed to evidence impact of mentoring programme.</p> <p>The number of persistent absentees was reduced by 1.6%. The attendance for the full academic year was 94.2% - reflecting a three-year upward trend (94% 2019, 93.5% 2018). Support continued during lockdown period – attendance on live lessons was monitored alongside completion of set work. Bespoke strategies implemented so that all PP students could engage with their lessons.</p> <p>Progress halted due to school closures in March 2020. Plan in place as soon as circumstances allow.</p>
<p>Wider Strategies</p>	
<p>Activities</p> <p>Increasing Year 11 attendance at Breakfast Club and evening meal revision sessions prior to and during the exam season.</p> <p>The implementation of social and emotional programmes to support vulnerable disadvantaged students.</p> <p>Improve access to extra-curricular opportunities in the Arts and Physical Education.</p>	<p>Impact/Evaluation</p> <p>N/A due to school closure in March 2020 and cancellation of exams.</p> <p>Positive impact shown in the Strength and Difficulties Questionnaire and Case Studies. Programme continued in 2020-21 due to its success (19 programmes to be delivered by Arlene Preston and 10 by Sarah Tatton).</p> <p>Progress made until March 2020, including increased number of students</p>

attending the theatre (Blood Brothers and An Inspector Calls). Tracking system implemented in PE.
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