

Pupil premium strategy statement 2019-20

School overview

Metric	Data
School name	Alsager School
Pupils in school	1181
Proportion of disadvantaged pupils	14.6%
Pupil premium allocation this academic year	£161,755
Academic year or years covered by statement	2019-2022
Publish date	November 2019
Review date	November 2020
Statement authorised by	Andrea O'Neill – Head of School
Pupil premium lead	Lianne Jardine – Assistant Headteacher
Governor lead	Anna Wheaver

Disadvantaged pupil performance overview for last academic year

Progress 8 PP	-0.13 (National -0.45)
Progress 8 CF5M	+0.23
Ebacc entry	25% (National 27%)
Attainment 8	43.9 (National 36.5)
Percentage of Grade 5+ in English and Maths	39.3% (National 24%)
Percentage of Grade 4+ in English and Maths	56% (National 44%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Overall Progress 8 score of 0	September 2020
Attainment 8	45	September 2020
Percentage of Grade 5+ in English and Maths	30%	September 2020
Percentage of Grade 4+ in English and Maths	60%	September 2020
Other	PP Attendance to exceed 95.1%+ Reduce % of PP persistent absentees	September 2020
Ebacc entry	Above national average EBacc Entry for all pupils	September 2021

Teaching priorities

Measure	Activity
Priority 1 for current academic year	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.
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	Consistently develop verbal and written feedback practices in the classroom to positively impact on students' learning.
How this priority addresses barriers to learning	Ensures that learning is explicit and assessed constructively in a regular manner; knowledge deepens, and connections are made.
Priority 3 – 3-year strategy	Improve the transition process from primary to secondary so the school and class are more thoroughly prepared for the arriving learner.
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 over 25 feeder 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	£80,000 (this academic year)

Targeted academic support

Measure	Activity
Priority 1 for current academic year	1:1/small group peer mentoring 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 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	Introduce a ‘parental empowerment’ programme to improve parental engagement.
How this priority addresses barriers to learning	Decreases low levels of parental support influencing poor outcomes.
Projected spending	£51,750

Wider strategies

Measure	Activity
Priority 1	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 2	The implementation of social and emotional programmes to support vulnerable disadvantaged students.
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.
Priority 3	Improve access to extra-curricular opportunities in the Arts and Physical Education.
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	£30,000

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development and the redesigning of the curriculum. Ensuring enough time to develop primary to secondary transition processes.	Use of INSET, training sessions and faculty meetings. Led by Liane Young, responsible for Curriculum and Ellen Walton, responsible for Teaching and Learning. Staff in non-core subjects to work with primary colleagues in ACT schools – cover provided by senior leaders. Use of faculty meetings to develop understanding of the Primary National Curriculum, including Core subjects using Pixl Micro-wave to support closing the gaps.

	Strengthening channels of communication with feeder primary schools.	SENCO, Head of College and Ellen Walton, responsible for Year 7 transition, to liaise with primary schools to organise the sharing of records/students' strengths and weaknesses, visits from Year 6 teachers.
Targeted support	<p>Ensuring students do not miss learning, which would widen the gap further.</p> <p>Ensuring peer mentors/those leading interventions are effectively trained.</p> <p>Engaging parents facing most challenges.</p>	<p>Interventions/mentoring to be led by the Progress Team during form time and Wednesday period 1 (Spirit).</p> <p>Persistent Absentees to attend reintegration meetings with Head of College and Karen Cleaver, Attendance Officer. Timetabled period 6 catch-up sessions for lessons missed.</p> <p>The peer mentoring programme has a clear structure and expectations, with training delivered to Sixth Form mentors. Ongoing support is provided by Sion Williams, Progress Leader.</p> <p>Intervention follows the Pixl Build-up programme, delivered by Carly Capper and Matt Wiley, Pupil Progress Leader.</p> <p>Progress Team, Heads of College and Pastoral lead, Adele Snape, to liaise with parents.</p> <p>Workshops to build parents' confidence and knowledge.</p> <p>Text message alerts.</p> <p>Intensive programmes for families in crisis (Triple P).</p> <p>Working closely with external agencies to support families.</p> <p>Ongoing monitoring and evaluation.</p>
Wider strategies	<p>Ensuring enough time for Learning Support Leader to support individuals/small groups</p> <p>Ensuring attendance at breakfast/after school club and extra-curricular activities</p>	<p>Reduced teaching timetable for Arlene Preston, Learning Support Leader.</p> <p>Food provided at breakfast/after school club. Participation encouraged in communication with parents. Message regularly reinforced to disadvantaged students by the Progress team, Head of College and form tutors.</p> <p>Monitoring of attendance.</p>

Review: last year's aims and outcomes

Aim	Outcome
Increase in number of PP students achieving a 5+ in maths	Achieved 2018 = 37% 2019 = 44%
Improved Progress 8 score for PP students in English and Maths	Achieved <u>English</u> 2018= +0.19 2019= +0.02 <u>Maths</u> 2018= -0.38 2019= +0.11
Increase in number of PP students achieving 9-7 in English <u>and</u> Maths	Achieved 2018 = 3% 2019 = 13%
Improved Progress 8 score for CFSM pupils	Achieved 2018 = -0.63 2019 = 0.23
Improved parental attendance at parents' evenings and intervention sessions	Achieved: evidenced by increased attendance at workshops, intervention sessions and parental meetings.
Broader and deeper vocabulary	Ongoing – Bedrock was introduced in 2018/19, contributing to improved reading ages for 23% of disadvantaged students. Bedrock is to now be fully embedded and monitored more consistently by Nadine Darley, Assistant Curriculum Leader in English, with interventions implemented accordingly.