 

**Pupil premium strategy statement: Aylesford School**

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| 1. **Summary information**
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| **School** | Aylesford School |
| **Academic Year** | 2018/2019 | **Total PP budget** | £182,491.71 | **Date of most recent PP Review** | OFSTED Nov 2018 |
| **Number of pupils eligible for PP** | 196 |  |  | **Date for next internal review of this strategy** | TBC |

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| 1. **Impact in 2018**
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| Yr 10 GCSE Eng. Lang. results with attainment of disadvantaged students (grade 4+ =71%) exceeding that of non-disadvantaged (grade 4+ 70%)  |
| PA (10%) absence for PP students has reduced by 6.4% to within 4.6% of national (2016 v 2017) |
| PP attendance has significantly improved from 88.8% T1 2016-17 to 90.3% T1 2017-18 |
| OFSTED: Nov 2018: School leaders are using pupil premium money and the Year 7 literacy and numeracy catch-up funding more thoughtfully to provide a wide range of support for these groups. Additional support is well planned. For example, all disadvantaged pupils benefit from the extra help in English and mathematics they access during mentor time. As a result, disadvantaged pupils are now making more progress towards catching up with their peers. |
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|  | **PP % Grade 4+** |  |
|  | **2016 GCSE** | **2017 GCSE** | **2018 GCSE** |  | **PP Yr 10 GCSE 2017** |  | **PP Yr 10 GCSE 2018** |
| English Literature | 35 | 19 | 26 |  | 14 |  | 31 |
| English Language | 37 | 42 | 43 |  |  |  |
| Maths | 42 | 31 | 39 |  |  |  |
| Science | 56 | 50 | 52 |  |  |  |
| French  | 0 | - | 33 |  |  |  |
| Geography | 38 | 0 | 75 |  |  |  |
| History | 25 | 22 | 60 |  |  |  |
| Art | 36 | 0 | 0 |  |  |  |
| Business | 23 | 45 | 100 |  |  |  |
| Engineering | 33 | 30 | 100 |  |  |  |
| Catering |   | 100 | 100 |  |  |  |
| H & SC | 43 | 20 | 50 |  |  |  |
| ICT | 25 | 25 | 0 |  |  |  |
| Music | 89 | 100 | 100 |  |  |  |
| Performing Arts | 100 | 100 | 50 |  |  |  |
| PE | 50 | 58 | 100 |  |  |  |
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| 1. **Review of expenditure**
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| **Previous Academic Year** | **2017/2018** |
| 1. **Quality of teaching for all**
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| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| A. Gaps narrowing in all subjects term by term across the year | * Improve the quality of teaching and learning
* Targeted approaches for key groups i.e. check on PP students first, question, mark work first, feedback first
 | Lesson observations indicate staff use student data to plan lessons so all students’ are catered for in learning plans.Improvements were discerned in the 2018 GCSE performance of PP students in all curriculum areas.  | Whilst an improvement in the quality of teaching and learning was evident, this is a strategy will be continue to be a focus for the foreseeable future. | £119,417 |
| 1. **Targeted support**
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| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| B. Levels of progress for maths and English year 11 outcomes improve and are in line with non-PP students | * Action plans for all PP students in lessons
* Round of observations every term with PP as focus
* AM & PM targeted interventions
* Additional P/T teacher to work with small allocated groups to boost progress (LHM)
 |  English PP: 58% English Non-PP: 44% Maths PP: 50% Maths Non-PP: 37%Year 11 GCSE results indicate results improvements in both English (1% point) and Maths (8% points) for PP. However, a performance gap remains in both subject areas. | English and mathematics results will need to improve for all groups of students. | £48,513 |
| C. Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals | Assertive mentoring programme with dedicated mentors removed from the tutor team. Following a 6 week programme with ‘review of impact’ report.  | How many PP students have remained at Aylesford this year? Destination of Year 11 PP students?  |  |
| 1. **Other approaches**
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| **Desired outcome** | **Chosen action / approach** | **Estimated impact:** Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate. | **Lessons learned** (and whether you will continue with this approach) | **Cost** |
| D. Decreased absence rates  | Raise profile of importance of attendance through assembliesIncreased monitoring of PP absence through tutor attendance reportsSame day calls/texts from attendance officer for PP absenceMeeting with progress team once absence goes above 5% without sound medical evidence | PP student average attendance at 90.6% - this is 3% higher than last years average attendance.10% improvement in number of PP students with less than 85% attendance compared to 2017  | Clear improvement in attendance – as well as monitoring those with falling attendance we need to look at incentive/engagement to ensure all students want to attend school. | £16,793 |
| D. Decreased absence rates | Counsellor to work with vulnerable children and their families (7-11)Multi-agency coordinator to liaise with outside providers and book meetings. Mental health ambassador for years 10&11.  | Data for this? |  |

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| 1. **Barriers to future attainment (for pupils eligible for PP including high ability)**
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| **In-school barriers** *(issues to be addressed in school, such as poor literacy skills)* |
|  | Danger that attainment gaps do not close and can widen  |
|  | Low expectations and lack of support for post 16 education and continued education from home environment |
| **C.** | Low cultural capital leading to poor literacy, resilience and perseverance |
| **External barriers** *(issues which also require action outside school, such as low attendance rates)* |
| **D.**  | Absence rates and poor attendance are below target. This reduces the opportunities to engage in active learning and thus student fall behind. |
| 1. **Outcomes**
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|  | *Desired outcomes and how they will be measured* | *Success criteria*  |
|  | Gaps continue to narrow in all subjects term by term across the year | Pupils eligible for PP will meet their end of year targets. Termly data will show that PP students in years 7-10 are on track (according to their flight path), and PP students in year 11 are making rapid progress towards their targets from their term 1 starting point.  |
|  | Levels of attainment for mathematics and English improve  | 90% of pupils eligible for PP make good progress and 50% exceed challenging target grades in both subjects |
|  | Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals | Students will have received one-to-one guidance through interview/ meeting/mentoring and will have a clear pathway and goals |
|  | Increased attendance rates for pupils eligible for PP. | Reduction in the number of persistent absentees among pupils eligible for PP to <20%.Overall absence among pupils eligible for PP improves from 9.8% (16-17) to < 7% (for every year group) in line with other pupils.  |

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| 1. **Planned expenditure**
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| **Academic year** | **2018/2019** |
| 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.  |
| 1. **Quality of teaching for all**
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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?** |
| Gaps continue to narrow in all subjects term by term across the year | Targeted group: PP students first i.e questioning, marking, checking understandingAccess arrangementsRevision guidesDifferentiationT\*l | It is important that PP students are a high profile group and that staff understand their specific needs and have strategies for ensuring they make progress, engage in learning and are not restricted by barriers.  | Targeted group for discussion during line management meetingsMember of staff responsible for overseeing PP students – monitoring data, attendance at events, behaviour watch etcTargeted during lesson visitsTargeted during book scrutinies | MJO | Following each data dropTraining for staff strategies across the year |
| Levels of attainment for mathematics and English improve | Tracking of PP students – who are accessingInterventions by external parties - to include PP students whenever appropriate.Students who require focus for grade 4 in English and Maths identified for staff Year 11 students receiving core subject intervention in mentor time 3 times a week | Ensuring that PP students are achieving in English and Maths is key to their attainment in these subjects and others which require numeracy and literacy skills to access them.  | Line management meetings with all year 11 teachers and with core head of departments QA of mentor timePPE results analysis | BWACOP | Following PPE’sTermly line management |
| Financial support toensure inclusion. | Educational trips, activities and resources to be supported financially for PP students to avoid exclusion on financial grounds. This includes transport provision for revision sessions where viable and revision guide purchases | Provision of requested revision guidesParent letters home offer financial support for PP studentsTrips and activities funded Specific invitation to residential study weekend for PP students | Teachers and parents to request financial support via PP lead – QA of how the resources will impact learning and be used by the student.  | MJO | Termly budgets |

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| 1. **Targeted support**
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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?** |
| Students have clear ideas about post-16 study and understand the subject requirements for their post-16 goals | Ben Doggett careers interviews 1:1 with students and parentsAssemblies with 6th form teachers delivering introductions to their subjectsEmployability day – interviews and sessions with businessesMentor 1:1 – mentors championing pp students, discussing barriers and concerns and sharing with MJOMid-kent college visit term 3 | PP students prioritised for careers interviewsStudents who have a clear goal and aspirations are more likely to engage in their education, value their learning and aim for higher grades to secure places. They feel valued and wellbeing is cared for. | Ben Doggett and Michael Smissen review of careers education | MSMMJO | Termly |
| Engagement, attendance and attitudes improve to allow students to achieve greater success at school | Students selected for ‘pathway to progress’ – targeted to improve attendance, attainment and attitudes to learning. Monitoring and tracking of students progress in these key areas – rewards and incentives used to engage them fully | Students feeling valued and rewarded for their good efforts and incentives will encourage them to improve attendance, attainment and attitudes. Teachers empowered to recognise their improvements | DMA review or programmeData collection – measurable outcomes in attainment, attendance and attitude to learning | CMA | Termly after DCP |
| To improve aspirationsof PP students byproviding specific andplanned opportunitiesto engage with real lifeexperiences thatenhance careers andeducation aspiration  | Residential study weekendTrips – educational and motivationalTheatre visits to support GCSE English literatureCollege visitsHigher education trip ( Sevenoaks term 2) PP students targeted  | PP students will all be able to attend the academic theatre visits regardless of financial contributionsCollege visits to raise aspirations and allow them to explore different post 16 pathwaysResidential study weekend – invited specifically and discussions with parents | Monitoring of provision/visits for PP students to ensure all are offered equal opportunity to attendCollege visits QA and reflection after visit | MJO | Ongoing |
| 1. **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?** |
| Increased attendance rates for pupils eligible for PP. | Raise profile of importance of attendance through assembliesIncreased monitoring of PP absence through tutor attendance reportsSame day calls/texts from attendance officer for PP absenceMeeting with progress team once absence goes above 5% without sound medical evidence | Attendance improved 3% last year using these methodsMore motivational trips/visits/passport to progress etc to add incentive for students to improve attendance | Working closely with attendance (MBA/DWR) to check and improve attendance. To exceed 2017: 90.6% | MJOMBA | Regular checking of absence >5%  |