

Pupil Premium Strategy 2019/20

Including proposed spend of Pupil Premium 19/20

The term 'Disadvantaged pupils' refers to those pupils who attract government pupil premium funding.



The pupil premium provides funding for pupils:

- In year 7 to 11 recorded as Ever 6 FM (£955 per child)
- Looked after children (LAC) defined in the Children Act 1989 as one who is in the care of, or provided with accommodation by, an English local authority (£2,345 per child)
- Children who have cease to be looked after by a local authority in England and Wales because of adoption, a special guardianship order a child arrangement order or a residence order (£2,345 per child)
- Pupils in year groups reception to year 11 recorded as Ever 6 service child or in receipt of a child pension from the MOD (£310 per child)

Schools are held accountable for the spending of these monies; performance tables will capture the achievement of disadvantaged students covered by the pupil premium.

Atherton Community School is committed to providing effective resources and ensuring vital support is in place for our disadvantaged students to improve their academic and personal outcomes.

This document details the proposed spend of Pupil Premium for 2019/20. It is based around five key objectives which have been identified by the school as possible barriers faced by PPG eligible pupils and where possible are substantiated by the Education Endowment Foundation (EEF) research.

Pupil Premium 2019-20 = £162,690 (based on 174 pupils in receipt of the PP grant) and £13,800 (based on looked after children), in total £176490

The five key objectives

- 1. Transition:** to improve transition for identified PP students to ensure students are equipped and ready to engage in school life.
- 2. Attainment:** to improve attainment outcomes for PP students to ensure attainment is in line with or exceeding expected levels of progress.
- 3. Engagement:** to improve curriculum engagement and academic achievement for PP students.
- 4. Attendance/emotional barriers to progress:** to implement strategies addressing the attendance gap between PP and non PP students and remove emotional barriers to progress.
- 5. Literacy:** to introduce a school wide approach to literacy to develop PP students diet of vocabulary.

Key objective 1:				
Transition: to improve transition for PP students to ensure they are equipped and ready to engage in school life				
Rational for KO1:				
EEF Behaviour interventions: identify and remove any early barriers to school and learning.				
EEF Parental engagement				
Reduce the attainment dip between year 6 and 7 for an identified group of PP students				
Action 1: transition support days for year 6 identified PP students				
Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
March 2020 onwards for pastoral transition to begin July 2020 for maths and English PP days	PP overviewing RMk HOD for Maths/English	Data analysis of KS2 entry point and year 7 first DC point Case studies Pupil voice questionnaires	£3000 supply	Students who attend the transition maintain/improve KS2 level in maths and English. Gap narrowed in Year 7 between PP and non. From a pastoral perspective, PP Students are supported in making the transition into the secondary environment Behaviour and emotional logs on CPoms are low
July 2019 Summer school	Pastoral team RMk	Behaviour logs and year lead feedback	£3000 for staff pay for summer school	
March 2019 onwards	PP, LF and RMk	Notes from primary visits	£3000 supply cover	
Chosen strategies and actions				
<ul style="list-style-type: none"> - Transition visits are hosted by the head of year 6/7 and early action identified - Additional transition days for Maths and English PP identified students from primary school visits - Summer School offered with a collection of activities aimed to settle students into their new school 				
Evaluation of impact:				
Evaluation of Summer School 2019 = 57% of the new year 7 group attended summer school on the 4 days offered. Pupils were offered a variety of different lessons and activities in order to help them settle into Atherton community school. First week class charts data showed that pupils had settled in well, only 2 behaviour points were given to new year 7 (Forgetting PE Kit) and 1380 achievement points given out to the new year 7's.				

Summer school offered the pupils the opportunity the seamless transition from primary to secondary school by providing them with additional time to familiarise themselves with the standards and expectations they will be adhering to when they started their journey at ACS. Pupils were offered a range of curriculum options over a 4 day period ranging from Science, English, Geography, MFL, PE and PSHCE. In total 49 out of 86 (57%) pupils attended summer school. The full transitional programme which ran from summer 2019 including the additional SEN days and programme ran by the SEND department has I believe, ensured that year 7 pupils have started life at ACS with minimal issues as they have bought into the school ethos, standards and expectations. I feel the earlier promotion of the summer school could increase numbers to ensure parents are aware of the offer, however we have to consider that some families will still be or going on holiday during that final week of the summer holidays. Ensuring we had a staff representative from each department would give pupils a complete experience of ACS life, however with the summer school being voluntary, this may be a long standing barrier.

Year 7 future cohort 2020/2021:

- Approximately 90 families attended the open day held on 28th September 2019.
- Oversubscribed for next academic year. 176 year 6 pupils have put ACS down as first, second or third choices. 71 of these as first choices.

Action 2: Identified cohort of PP students to be invited in to school at the earliest possibility in order to engage families and break barriers to school as early as possible

Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
March 2020	PP feeding into LF	Data analysis of KS2 and first year 7 data entry. Pupil Voice	Cost of refreshments Potential cover for PP and P Sloane – £2,000	Students of parents who attend the workshops are shown to be making good progress at each assessment point in year 7.

Chosen strategies and actions

- Year 6 into 7 workshop held at ACS by key members of staff around supporting your child through transition
- Newsletters sent to primaries early to raise the profile of ACS with year 6

Evaluation of impact:

Action 3: All vulnerable or identified PP students have a mentor in an adult or peer in order to support them				
Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
Sept 2019 – Aug 2020	Pastoral team P Sloan J Pritchard Overseen by PP.	Central records for incidents and behaviour	Pastoral team member time or CANW 5 hours a week (£8000) Head of year - £6,000 and LF (£9000) PP time £2000	Vulnerable students know who and where to go to for support Incidents are low for behaviour and mental wellbeing
Chosen strategies and actions				
<ul style="list-style-type: none"> - Year 6 identified on transition who would benefit from an adult mentor - Mapping for external agency provision - Weekly mentoring meetings take place 				
Evaluation of impact:				
<p>19 Year 7 Pupils have been identified as vulnerable for differing reasons – Pupils have been allocated a member of staff who is trained in specific needs. Pupil voice indicates that pupils are increasingly supported through lessons and that pupils feel comfortable to talk to their allocated member of staff.</p>				

Key objective 2:

Attainment: to improve the attainment outcomes for PP students in subject areas where there is a PP to non PP differential to ensure attainment is in line with or exceeding expected levels of progress through the assertive mentoring and intervention programmes

Rational for KO2:

Sutton report 'what makes good teaching': Ensure quality first teaching is in place across the school using the TLC approach in order to ensure that all staff have access to developmental pedagogy.

EEF – feedback.

EEF Mentoring: PP students have the mentoring to help them become successful, underachieving PP students are supported at subject level and increase the engagement and parents support.

EEF Metacognition and self-regulation approaches to help students think about their own learning.

Action 1: Focussed provision of quality first teaching along with interventions where appropriate matched to pupils needs

Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
Throughout the year	PP overview in liaison with HOD and DG	QA schedule documentation on Lessons learned Pupil questionnaires Staff voice	No additional cost to the school	All identified PP students and the provision they receive is visible in planning and all documentation, triangulated by pedagogy in the classroom
Throughout the year	DG	TLC feedback	Refreshments	

Chosen strategies and actions

- Planned TLC activities that include developing pedagogy for PP students, what works and what makes a difference and the EEF study evidence around feedback
- QA schedule to incorporate PP students

Evaluation of impact:

Action 2: Assertive mentoring to be introduced and embedded across the school				
Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
Ongoing throughout the year	PP to oversee P Sloane J Prichard Various members of staff	After each data capture entry point Feedback from mentoring session from pupils and staff Pupil Voice.	Time of staff, 1 hour each week PSL salary £19,000	A reduction in the attainment gap of PP and non across the school, in particular focusing on the core subjects. Levels of confidence increase as a result.
Chosen strategies and actions				
<ul style="list-style-type: none"> - Weekly mentoring sessions - Parental meetings to secure engagement from families - Aspirational events/speakers - Termly meetings with all delivering mentoring to discuss the following terms provision and the impact seen 				
Evaluation of impact:				
<p>All disadvantaged pupils in year 11 assigned a mentor. Mentors are senior members of staff who have experience of delivering mentoring either last year or at previous schools.</p> <p>Mentoring process to follow the acronym A.I.M. This will focus on A = Academic Achievement (Where is the gap? Why is there a gap?) I = Intervention (How is the gap being addressed?) M = Mentoring (Weekly conversation relating to a topic based on research e.g. homework)</p>				

IMPACT – Pupils now have an adult that can talk to around exam stress.

Attendance impact:

Case Study AD: Starting attendance was **66.36%** - attendance up to **75.14%** - Not ideal, but improving.

Action 3: Focused intervention for core subjects led and coordinated by HOD English, Maths and Science

Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
Across the year	PP overview, HOD core	Evaluation of data post drop	Time of staff, 1 hour each week PSL salary	A reduction in the attainment gap of PP to non All PP students making EP

Chosen strategies and actions

- Termly HOD and PP meeting to coordinate the interventions and review the previous year's interventions
- Interventions planned for lunchtime, clubs and after school
- PS and JP to lead some intervention planning sessions for targeted students

Evaluation of impact:

Survey Monkey produced with **100%** of staff with the opinion that the TLC had been useful and they took something away from the first session.

See file for intervention timetable.

Action 4: All in class support is effective and helping secure strong progress for PP students in line with teaching plans

Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
Throughout the year	PP Overview, HOD for Core SENCO	QA of lessons of LL LSA feedback	Proportional LSA salary for those working with	PP students make EP at every data point

		Teacher feedback of LSA support	PP students with a specific need	
Chosen strategies and actions				
<ul style="list-style-type: none"> - Termly HOD and PP meeting to coordinate the interventions and review the previous terms interventions - Interventions planned for lunchtime, clubs and after school - PS and JP to lead some intervention planning sessions for targeted students - External training around scaffolding learning 				
Evaluation of impact:				
<p>PS targeted interventions in Maths, JP targeted intervention in English, Science and Humanities. After next data point, HOD to liaise with HLTA's and TA's to have focused intervention plans in class. Evidence of impact in HLTA/TA trackers.</p>				

Key objective 3:

Engagement: to improve the curriculum engagement and parental engagement to impact on achievement and outcomes for PP students

Rational for KO3:

Sutton document: toolkit of strategies to improve learning: summary for schools

Staff application for funding for support for students.

National College research: effective embedded rewards policies are being a contributory factor to improving attainment and engagement. It is envisaged that students will use the classcharts rewards system for this purpose

Action 1: PP students are supported in additional resources for financially dependent in class activities in order to enable them to access the curriculum across the school

Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
September 2019 – On-going.	P, BL and VP	Progress of students who are provided with additional support to ensure impact Departments rationale for spend in academic/enrichment terms. Music lesson subsidy	£6000 music lesson subsidy	The attainment gap between PP and non-PP reduced. PP students make progress across all year groups. Departments are able to prioritise funding for maximum impact

Chosen strategies and actions

- Implement a bidding system which is authorised by PP and VP
- Termly meetings to identify the impact of the spend

Evaluation of impact:

Access to revision guides for all subjects to engage learning at home for disadvantaged pupils.

Access to revision materials to benefit all of year 11. E.g. Coloured card, pens, felt tips, flash cards, revision books, exercise books, folders etc. Giving the pupils the tools to succeed.

Action 2: implement an engagement subsidy to PP students to enable them to fully access the extra-curricular activities in order to increase engagement and reduce the attainment gap.				
Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
September 2018	PP and LF	Use of classcharts Impact of rewards system on FTE and behaviour of PP students Tracking of bids and impact of spend overall	£20000	PP students attendance increased, behaviour incidents decrease and attainment is improved. Enrichment activities designed to raise aspirations funded by school have a clear impact on engagement in lessons.
Chosen strategies and actions				
<ul style="list-style-type: none"> - Implement a bidding into system which is authorised by PP and VP - Termly meetings to identify the impact of the spend 				
Evaluation of impact:				
See file for behaviour reports of last 2 half terms across all years. Classcharts is making it easier to track pupils' behaviour. See the attached case study of behaviour protocol for disadvantaged pupil.				

Key objective 4:

Attendance: to implement strategies addressing the attendance gap between PP and non PP students and remove emotional barriers to learning and progress

Rational for KO4:

EEF 'the choices that schools make in allocating the money will be vital so that the finding can help raise pupils' attainment and aspirations' For example, at secondary level, PP pupils are three times more likely than their peers to be classed as 'persistently absent' i.e to miss more than one in five school days across the year. Similarly, PP pupils are three times more likely to receive two or more fixed term exclusions across the year.

Action 1: Embed strategies to promote good attendance of PP students and reduce the attendance gap between PP and non PP students

Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
September 2019	SL and pastoral SLT	Intervention tracker Rewards uptake Counselling and CANW uptake and usage	CANW £21000 – counselling, CBT therapy, play therapy, drug and alcohol abuse worker, family outreach worker etc PSL salary £7000 rewards for attendance £7000 Wigan LEA attendance support £3000 uniform provision	Attendance gap between PP and non-reduced. PP cohort in each year group attain at least national average attendance Parental engagement of selected cohorts ensures students' confidence levels increase are more willing to attend school

Chosen strategies and actions

- All students who need a specific worker have access to CANW support
- High priority PA students have intervention and support by the LEA
- Meetings to triangulate data and attendance held and chaired by PP

Evaluation of impact:

Attendance is on the rise as a school and we are heading in the right direction. See reports of attendance for the previous two half terms compared to last year. Pupil premium attendance for last year from September until the close due to covid-19 was **92.6%**. Rewards used for attendance are clearly working as this figure at the same point the previous year was **91.1%**. This relates to an increase in 1.5% just for PP.

Key objective 5:				
Literacy: To introduce and embed a school wide approach to Literacy development in order to improve the reading ages of students whose reading age is below their chronological reading age				
Rational for KO5:				
Sutton document stresses that improving literacy improves student outcomes overall. Thereby by reducing the attainment variation between PP and non PP				
Action 1: introduce a whole school literacy programme in order to improve the reading ages of PP students				
Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
September 2019	English team SENCO	Reading ages	£1500 for newly appointed literacy coordinator £2500 books	All students targeted for reading support attain their chronological reading age Students receive high aspiration diet of reading materials supported by an adult to unpick the difficult concepts and language uses in GCSE texts. The impact being seen across the whole school curriculum
Chosen strategies and actions				
<ul style="list-style-type: none"> - Implement a form literacy programme - Establish reading ages at least twice in the year - Cultural pioneer to promote a diverse reading diet. 				
Evaluation of impact:				
Form time literacy up and running and being monitored by LW (Cultural Pioneer). See LW file for further information.				

Action 2: Implement a whole school literacy policy				
Dates	Person Responsible	Monitoring and evaluation	Cost	Success criteria
September 2019	HOD and literacy coordinator	Data tracking HOD and LM meetings School wide QA monitoring CPD-TLC	Literacy coordinator salary	All staff are on board with the drive to improve literacy and students are more easily able to access the curriculum
Chosen strategies and actions				
<ul style="list-style-type: none"> - Write a bespoke ACS literacy policy - Provide staff training in decoding and helping the LA access key content 				
Evaluation of impact:				
<p>Whole school literacy is effective. CPD sessions have been run for all staff to be aware. Literacy is each members of staff responsibility. Desired impact will be an increased reading and writing age for each pupil and ultimately increase exam data.</p>				