

Pupil premium strategy statement

School overview

Metric	Data
School name	Atherton High School
Pupils in school	454
Proportion of disadvantaged pupils	41.4%
Pupil premium allocation this academic year	£183,970
Academic year or years covered by statement	2020-2021
Publish date	September 2020
Review date	September 2021
Statement authorised by	Ben Layzell
Pupil premium lead	Phil Parkinson
Governor lead	Fiona Quinlivan

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.31 improvement from 2019's -1.2
Ebacc entry	45% same as previous years
Attainment 8	37.69 improvement from 2019's 30.1
Percentage of Grade 5+ in English and maths	38% improvement from 2019's 14%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8		August 2021
Attainment 8		August 2021
Percentage of Grade 5+ in English and maths		August 2021
Other		August 2021
Ebacc entry		August 2021

Teaching priorities for current academic year

Measure	Activity
<p>Priority 1 Developing T&L through bespoke CPD based on quality first teaching, feedback and literacy focus throughout the whole school.</p>	<ul style="list-style-type: none"> - PP overview in liaison with HOD and DG - 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 - AHS big five to be promoted throughout bitesize. - Learning walks to be developmental to promote reflective practice. - New member of staff to be in charge of driving literacy to help close the vocabulary gap. - Use of the Craft of the classroom to become second nature to teachers so that each lesson is high quality. Craft of the classroom will be used to support PP and develop ambitious individuals.
<p>Priority 2 Focused intervention for core subjects led and coordinated by HOD for English, Maths and Science.</p>	<ul style="list-style-type: none"> - 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 - Assessment for Learning must be high quality to assess gaps in knowledge for intervention to be successful.
<p>Priority 3 All pupil premium students to be identified in class through seating plans and to be supported first.</p>	<ul style="list-style-type: none"> - Classcharts seating plans to be in teaching folders. - Full list of Pupil premium to be given to teaching staff.
<p>Barriers to learning these priorities address</p>	<p>A: Literacy Skills B: Low Prior Attainment C: Pastoral Issues D: Low Aspirations E: Study Skills</p>
<p>Projected spending</p>	

Targeted academic support for current academic year

Measure	Activity
<p>Priority 1 PP students are supported in additional resources for financially dependent in class activities for them to access the full curriculum.</p>	<ul style="list-style-type: none"> - Implement a bidding system which is authorised by PP. - Termly meetings to identify the impact of the spend. - All year 11 disadvantaged pupils to receive revision materials at no cost.
<p>Priority 2 Aspirational Achievement programme to be implemented across all of year 11 cohort to help close the Covid-19 gap.</p>	<ul style="list-style-type: none"> - Weekly mentoring sessions - Parental meetings to secure engagement from families - Aspiration events/speakers. - Termly meetings with all delivering mentoring to discuss the following terms provision and the impact seen
<p>Priority 3 Targeted mentoring of specific year 11 pupil premium boys. Also to be trialled in year 8 in order to raise attainment.</p>	<p>Intense tutor and intervention of high priority PP boys in year 11 to develop their skills and create more resilient learners.</p> <ul style="list-style-type: none"> - Contact with home on a regular basis to break down the barriers to learning. - Members of industry to visit and talk to inspire and raise as-

	<p>pirations.</p> <ul style="list-style-type: none"> - CPD on building resilience in boys and revision strategies to pass on to your learners.
<p>Priority 4 Attendance officer to monitor pupils and follow up quickly on truancies. First day response provision-prioritising PP students.</p>	<ul style="list-style-type: none"> - Thorough briefing of attendance officer about existing absence issues. - Close monitoring of any PA pupils who are disadvantaged. - Attendance and progress discussed at least fortnightly with AHT. - Letters about attendance to parents / guardians. Attendance officer to visit all PA disadvantaged students at home to discuss attendance with parents / guardian and explore barriers. Disadvantaged students will again be the priority.
<p>Priority 5 Big Picture meetings to support the most vulnerable learners across the school with a focus on pupil premium students with experiencing SEMH issues.</p>	<ul style="list-style-type: none"> - Half termly meetings with pastoral, SEND, inclusion and safeguarding leads working collaboratively. - Child centred, measured through case studies.
<p>Barriers to learning these priorities address</p>	<p>A: Literacy Skills B: Low Prior Attainment C: Pastoral Issues D: Low Aspirations E: Study Skills</p>
<p>Projected spending</p>	

Wider strategies for current academic year

Measure	Activity
<p>Priority 1 Transition: to improve transition for PP students to ensure they are equipped and ready to engage in school life.</p>	<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 for PP identified students and SEND from primary school visits. - Summer School offered with a collection of activities aimed to settle students into their new school. - Year 7 parents evening and Form Tutor evening to be hosted early in the year. - 100% of disadvantaged pupils to be awarded Skills and Leadership Qualification.
<p>Priority 2 Encourage PP to attend school using The Breakfast Club.</p>	<ul style="list-style-type: none"> - The canteen providing a breakfast for any disadvantaged students. - Staffing of the breakfast/before school club. - Opening the school early to allow a safe haven for all students but in particular those whom are disadvantaged.
<p>Priority 3 Additional funding for departments to bid for in order to improve the attainment of disadvantaged students within their department areas</p>	<ul style="list-style-type: none"> - The funding is ring-fenced and subject leaders are aware of the bid process and that it must be rooted in research, through the EEF. The bid form is available from the staff drive.
<p>Priority 4 The Pupil Premium Lead must be aware when trips go out that there are additional monies for disadvantaged students.</p>	<ul style="list-style-type: none"> - Disadvantaged bids to be forwarded to the Pupil Premium Lead. - Increase the opportunities of disadvantaged pupils and not leave it to chance. - Increase the cultural, social and artistic awareness of disadvantaged pupils.

<p>Priority 5 Ensure the school is compliant across all eight Gatsby benchmarks for CEIAG</p>	<ul style="list-style-type: none"> - Annual evaluation of the CEIAG offer. - JDo link to build CEIAG map across KS3 and 4. - JDo to plan strategic CEIAG plan and prioritise disadvantaged pupils. - JDo to lead CEIAG link in the delivery of high quality CEIAG through tutor, assembly, and Xello - Early intervention and support for disadvantaged pupils in y11.
Barriers to learning these priorities address	<p>A: Literacy Skills B: Low Prior Attainment C: Pastoral Issues D: Low Aspirations E: Study Skills F: Attendance Rates</p>
Projected spending	

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>PRIORITY 1 & 2</p> <ul style="list-style-type: none"> - Curriculum Leaders will be supported and held to account through line management meetings to ensure assessment/differentiation and teaching is robust and effective within all lessons for all pupils. <p>PRIORITY 3</p> <ul style="list-style-type: none"> - CL will support and hold teachers to account and leading to better outcomes for all learners at Atherton High School. Where underperformance exists, it is challenged by MLL in the first instance or SLT in the second instance. - CL of English and Maths will be supported and held to account in line management meetings to ensure the progress of the literacy and numeracy catch up cohorts. 	<ul style="list-style-type: none"> - Implementation will be ensured through: - Work scrutiny - Learning walks. - Data entry - TLC Groups - Coaching Programme - Teaching and Learning Bitesize - NQT Induction Programme - Twilight Sessions - SLE to work with English and Maths in order to improve Teaching and Learning and overall attainment. - Performance management linked to 360degree PDP.
Targeted support	<p>PRIORITY 4 & 5</p> <ul style="list-style-type: none"> - AHT linked to behaviour and attendance will be held accountable through line management meetings. - AHT will hold attendance and inclusion staff accountable through rigorous and regular meetings. - CL, HOY held accountable through line management meetings. Specific focus on the disadvantaged. <p>PRIORITY 2</p>	<p>Implementation assured through:</p> <ul style="list-style-type: none"> - Attendance and exclusion data. - Line management meetings. - Information and data share from internal and external exclusion units. - Attainment and attendance data. - Line management meetings. - Parent voice - Attainment data in English and

	<ul style="list-style-type: none"> - Line management of the AHT to be responsible for raising standards across the whole school this will consist of regular dialogue. - Attendance and exclusion data. - Line management meetings. - Information and data share from internal and external exclusion units. - Attainment and attendance data. - Line management meetings. <p>PRIORITY 3</p> <ul style="list-style-type: none"> - Parent voice - Attainment data in English and Maths. - Curriculum map reviews. <p>PRIORITY 1</p> <ul style="list-style-type: none"> - PP lead held accountable for the review of each request, making sure it is purely based on research. <p>PRIORITY 2</p> <ul style="list-style-type: none"> - PP lead to hold year 11 form tutors to account to ensure that mentoring is beneficial to pupils. 	<p>Maths.</p> <ul style="list-style-type: none"> - Specialist language in Depts. - Line management meetings.
Wider strategies	<p>PRIORITY 5</p> <ul style="list-style-type: none"> - JDo to be supported and held accountable through line management meetings to ensure Gatsby marks are met and that Disadvantaged pupils are the focus of the CEIAG strategy. <p>PRIORITY 1,2,3 and 4.</p> <ul style="list-style-type: none"> - Line management of PP Lead by SLT. This will consist of regular dialogue, rigorous accountability and support. 	<ul style="list-style-type: none"> - CEIAG compass tool. - QA of CEIAG in tutor time. - QA of CEIAG events through pupil and employer feedback. Specific focus on disadvantaged pupil voice. - Line management - Pupil voice - Parent voice - Progress data. - Disadvantaged budget review.

Review: last year's aims and outcomes

Aim	Outcome
<p>Transition - to improve transition for PP students to ensure they are equipped and ready to engage in school life</p>	<p>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 High school. First week class charts data showed that pupils had settled in well, only 2 behaviour points were given to new year 7 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 AHS. Pupils were offered a range of curriculum options over a 4 day period ranging from Science,</p>

	<p>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 AHS 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 AHS life, however with the summer school being voluntary, this may be a long standing barrier.</p> <p>Year 7 future cohort 2020/2021:</p> <ul style="list-style-type: none"> - Approximately 90 families attended the open day held on 28th September 2019. - Oversubscribed for next academic year. 176 year 6 pupils have put AHS down as first, second or third choices. 71 of these as first choices. <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>
<p>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</p>	<p>Evaluation of impact:</p> <p>PP has been monitored through work book scrutiny. From this targets have been set in order to stretch and challenge our pupil premium students.</p> <p>TLC impact has been considerable. Staff are taking the same approach and consistency across the board is being achieved. TLC's have been the chance for staff to share strengths and areas for development. DG has addressed HOD/HOF so that each department has a key area for development. TLC's have also shared best practice which has demonstrated quality first teaching. 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. Second session to be solely on PP and led by PP.</p> <p>PP CPD session ran in order for staff to have a clear understanding of the PP strategy across the school. All staff were briefed about the 5 key objectives and what has been put in place. Staff left with an overview of PP and the schools 5 key objectives on a one page document for their teaching file.</p> <p>All disadvantaged pupils in year 11 assigned a mentor. Mentors are</p>

	<p>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> <p>IMPACT – Pupils now have an adult that can talk to around exam stress.</p> <p>PS targeted interventions in Maths, JP targeted intervention in English, Science and Humanities.</p>
<p>Engagement: to improve the curriculum engagement and parental engagement to impact on achievement and outcomes for PP students</p>	<p>Access to revision guides for all subjects to engage learning at home for disadvantaged pupils.</p> <p>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.</p> <p>See file for behaviour reports of last 2 half terms across all years. Class-charts is making it easier to track pupils' behaviour. See the attached case study of behaviour protocol for disadvantaged pupil.</p>
<p>Attendance: to implement strategies addressing the attendance gap between PP and non PP students and remove emotional barriers to learning and progress</p>	<p>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.</p>
<p>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.</p>	<p>Form time literacy up and running and being monitored by LW (Cultural Pioneer). See LW file for further information.</p> <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. Testing of reading ages could not be completed because of the lockdown due to COVID-19.</p>