



## Pupil premium strategy statement 2016-17: Saint Aidan's Church of England High school

1. Summary information					
<b>School</b>	Saint Aidan's Church of England High School				
<b>Academic Year</b>	2016/17	<b>Total PP budget</b>	£124,405	<b>Date of most recent PP Review</b>	n/a
<b>Total number of pupils</b>	790	<b>Number of pupils eligible for PP</b>	133 (16.8%)	<b>Date for next internal review of this strategy</b>	February 2017

2. Current attainment		
	<i>Pupils eligible for PP (your school)</i>	<i>All pupils (national average)</i>
<b>% achieving 5A* - C inc. EM (2015/16 only)</b>	44%	57% (2015)
<b>% achieving expected progress in English / Maths (2015/16 only)</b>	<b>62% / 42%</b>	71% / 67% (2015)
<b>Progress 8 score average (from 2015/16)</b>	-0.58	-0.03
<b>Attainment 8 score average (from 2015/16)</b>	45.1	49.8

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>A.</b>	Literacy and numeracy skills of students entering in Year 7 as measured by their average CAT results are lower on average for pupils eligible for PP than for other pupils. For Year 7 2016-17 PP 97, non PP 102. KS2 test results show similar gaps. This has an impact on some PP students' ability to access all areas of the curriculum compared to those non PP students. A greater proportion of PP students have learning needs which mean they need extra support.
<b>B.</b>	Attendance rates for pupils eligible for PP are 94.41% compared to 96.44% for all other students in school. This is for June 2016 to Sept 2016. This reduces their learning time and thus has an impact on attainment. Although the differences are small there is a significant minority of PP students with very poor attendance which significantly affects learning.
<b>C.</b>	The attendance rates of PP students' parents and carers at consultation evenings is lower than that of other students. For 2015-16 the figures were: Year 8 PP 83.4% all 94%; Year 9 PP 70% all 81%; Year 10 PP 71% all 87%; Year 11 PP 64% all 87%; average totals PP 72.1% non PP 87.25%. Some PP parents of PP students are reluctant to engage with school, and this grows as students get older.

<b>D.</b>	There are still gaps in achievement in all year groups despite efforts made to close this in KS3. This is a particular issue in Year 10 where PP students as a whole came to the school with much lower ability than other students (mean CAT score 95.0, compared with 103.4 for other students) and where there is currently a very large gap in projected achievement in Summer 2018 (41% gap in proportion currently expected to achieve Grade 4+ in English and Maths).
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<b>4. Outcomes</b>		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Improved Literacy and Numeracy attainment across key stage 3	Pupils eligible for PP progress at the same rate as other students with the same academic profile from Year 7 to the end of Year 9. This will necessitate targeted support to PP students who are not making the progress they are capable of, especially in English and Maths.
<b>B.</b>	Increased attendance rates for pupils eligible for PP	'Closing the gap' between the attendance figures of PP students and non PP students in all year groups so that PP students' attendance rises above 95% and approaches that of other students. This will require intensive targeted support from the Attendance Officer as well as Form Tutors, Year Heads and members of the Senior Leadership Team.
<b>C.</b>	Where possible greater parental involvement and support encouraged for PP students	Improved attendance by parents and guardians of PP students at consultation evenings – target of 80% attendance at all consultation evenings by PP students' parents. Alternative arrangements put in place for PP parents where transport or willingness to engage with school are a problem. Support firmly in place through Learning Plus and other arrangements so that students who find it difficult to work at home are all helped.
<b>D.</b>	Reduce the gap in attainment at the end of KS4 between PP and non PP students'	Achievement of PP students to be in line with other students of similar academic ability, with the current gaps in achievement reduced to well below national averages as a result. This will require all subjects to monitor the progress across both key stages of PP students against non PP, with those identified as underachieving against prior attainment based targets given specific targets for improvement by subject and placed on the staged intervention procedures as school policy, with records maintained through the schools MIS. External mentors, careers support and a focus on English and Maths are all required.

## 5. Planned expenditure

Academic year

2016/17

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.

### i. Quality of teaching for all

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?
A Improved Literacy and Numeracy attainment across key stage 3	Curricular - Extra timetabled Maths and English lessons students behind in these areas in Years 7 and 8 delivered by the Maths And English staff. This is in addition to provision in place for the weakest students academically.	This strategy had proven to be successful in previous years both at KS3 and at KS4, as focused extra support with small class sizes in English and Maths improves confidence in other subjects as well.	We will continue to monitor class sizes to ensure optimum delivery during lessons. Progress of students in these extra groups is regularly monitored.	MM / JC	May 2017 Yr. 7 – 8
A. Improved Literacy and Numeracy attainment across key stage 3	ICT – use of various applications and programmes for all students and / or targeted groups in curricular time	Latest analysis of school data. Some of the pupils need targeted Numeracy and literacy support to catch up. We have been using some ICT based programmes effectively for some time and are introducing others which have been shown to be effective in other schools.	Accelerated reader to be introduced for all students in Year 7 this year to encourage reading. This will particularly benefit PP students with less access to books. Lexia used with groups of poor or reluctant readers further up the school. My Maths is used with all students and helps to increase mathematical skills Doodle Maths years is particularly used with students in Years 7-9 who are struggling in Maths, including lunchtime intervention groups. The level of use and impact on progress of each of these is monitored by the staff leads, whether they are used in or out of lessons.	BC/ CF/ MM / JC / MH / ZM / KFB	May 2017

D. Reduce the gap in attainment at the end of KS4 between PP and non PP students'	Curricular – More groups therefore smaller classes in KS4 Maths and English	Our own data and Raise online suggest that the introduction of smaller KS4 English and Maths groups has raised attainment overall and has reduced PP gaps. The extra staffing is used to create groups to match need, rather than just reducing overall group size. Staff have more time to focus on their learners and carefully track their progress, and work has been tailored to the groups. Interventions for all learners can be very specific.	KS4 English and Maths classes' progress is very closely monitored and this will continue in 2016-17.	BC / CF	August 2017
<b>Total budgeted cost</b>					£34,835
<b>ii. Targeted support</b>					
<b>Desired outcome</b>	<b>Chosen action/approach</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will you review implementation?</b>
A. Improved Literacy and Numeracy attainment across key stage 3	Supported learning – Individual 1 – 1 and 1 – small group focussed learning, delivered by support staff and teaching staff.	Latest analysis of tracking data. We want to provide extra support to improve attainment. Small group interventions with highly qualified staff are proven to be effective. We want to combine this additional provision with some 'aspiration' interventions such as talks from outside providers	Specific students are targeted based upon tracking data and SEMH issues. All have to provide regular feedback to the staff leads who monitor the effectiveness of the support and decide how long and how much support is required.	KFB / JCA	April 2017
C. Where possible greater parental involvement and support encouraged for PP students	Supported learning through the appointment of a Level 3 Cover supervisor who would act as the manager of our 'Learning Plus' after school supervised work space. This would also act as the venue for our 'Homework Club'	Attendance figures of PP and LAC at parents' evenings. The use of PARS insight by the same group of students' parents. Many of our 'vulnerable' students do not have IT facilities or an appropriate working environment at home (student surveys). Learning Plus has existed for several years, but is in need of a relaunch so the students who most need it benefit.	Appoint a level 3 Cover Supervisor to Manage Learning Plus and Homework Clubs. They will liaise with H of Y and other staff to ensure that the appropriate students are supported through these learning opportunities. Reports on attendance at these clubs to be written and feedback given to JCA / KB.	Learning Plus manager  KB / JCA	April 2017

D. Reduce the gap in attainment at the end of KS4 between PP and non PP students'	Careers interviews through careers Nav. / Life Coaching / Mentoring / Tutoring Programmes – Use of specialised outside staff to work with identified students on their attainment, time management , attendance, lifestyle issues and aspirations	Attendance data, the feedback and GCSE results of previous students on these types of programmes, student feedback, and parental feedback. Our aim is to ensure all students develop appropriate and challenging aspirations for life after Saint Aidan's. Then we need to ensure support is given at every stage of this process to all those who need it.	Appoint experienced and previously tried and tested support staff. Ensure all PP students from Year 9 upwards get a careers interview each year. Ensure all vulnerable students have support staff in place. Ensure the whole school target of 96% attendance is met where possible.	SLT Career s Officer Attend ance Officer Life Coach es	June 2017
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**Total budgeted cost**

£52,143

### iii. Other approaches

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?
B. Increased attendance rates for pupils eligible for PP	Appointed Attendance Officer to support the pastoral and behaviour management systems to chase up the attendance of all students.	Attendance data. There is a direct correlation between the poor attendance of our vulnerable students and their overall attainment in school. See tracking data and GCSE results.	Monitoring of the attendance of different groups of students, including PP students , throughout the year. Reduce the number of PA by the attendance officer using first day calls for PP students with attendance figures below 92%.	Attend- ance Officer AL	Fortnightly
C. Where possible greater parental involvement and support encouraged for PP students	Purchase PARS Insight web portal to keep parents informed daily on all school related issues. Form tutors chase up parents prior to and after reports and parents evenings to ensure they access all the information on their child's progress. Use of IT to constantly keep parents informed e.g. texting, parent mail, Twitter, Moodle	Parent evening attendance data. Pars insight access. Parental survey responses. There is a direct correlation between the GCSE results and attainment of our students and the parental involvement in their school life.	Keep sending information to parents. Continue to monitor if there has been any increase in parental engagement. Survey parents on their access / use of Pars Insight. Continue to survey parents about how best to contact them. Organise more one to one parents meetings for our vulnerable students to discuss issues. Identify other methods of contacting parents.	SLT	June 2017

**Total budgeted cost**

£ 26,145

### 1. Additional detail

There are three contingency funds;

Pupil Premium - General	5,000.00
Pupil Premium Trips/Visits	3,000.00

Transport support fund	10,000.00
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These will be spent throughout the year on additional resources and initiatives.

There are also separate funds for Tablet purchase and peripatetic Music lessons. These can be accessed by writing to Mr J Armfield detailing what the money will be used for and what the expected impact will be on the students involved.

Our full strategy document can be found online at: [www.st-aidans.lancs.sch.uk](http://www.st-aidans.lancs.sch.uk)