



## Pupil premium strategy statement 2017-18: 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>	2017/18	<b>Total PP budget</b>	£128.990	<b>Date of most recent PP Review</b>	July 2017
<b>Total number of pupils</b>	800	<b>Number of pupils eligible for PP</b>	157	<b>Date for next internal review of this strategy</b>	February 2018

2. Current attainment			
	<i>Pupils eligible for PP (our school)</i>	<i>All pupils (our school)</i>	<i>All pupils (national average 2016)</i>
<b>% 4+ in English</b>	67%	83%	74%
<b>% 5+ in English</b>	57%	69%	48%
<b>% 4+ in Maths</b>	76%	82%	69%
<b>% 5+ in Maths</b>	48%	62%	48%
<b>% E and M @ 4-9</b>	60%	77%	63%
<b>% E and M @ 5-9</b>	35%	54%	42%
<b>Progress 8 score average</b>	-0.45	-0.05	-0.03
<b>Attainment 8 score average</b>	41.08	48.97	46

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
<b>A.</b>	Prior attainment of students entering in Year 11 as measured by their average CAT results and KS2 scores are much lower on average for pupils eligible for PP than for other pupils. For Year 11 2017-18 PP CAT 94.95, non PP 101.7. Of the 115 students in Year 11 23 are PP. In terms of KS2 results 26% of PP students are in the lower ability range compared to 11% of all year 11 students; 70% are in the mid-range compared to 45% of all; and 4% are in the upper range compared to 47% of all the students. 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>	A high percentage 69.7% of the 36 PP students in Year 8 2017.18 are in the upper middle or higher ability range compared to 41.9% in Year 9, 45.5% in Year 10, 17.4% in Year 11 and 60.5% in Year 7. This profile for year 8 PP students' means that directors need to ensure that their staff ensure these students are stretched and challenged appropriately. PP students in this group who are not achieving their potential based upon their KS2 scores need to be identified early and appropriate interventions introduced to support their progress.
<b>C.</b>	Attendance rates for pupils eligible for PP rose from 91.4% 2016 - 93.4% 2017. However compared to 96.44% for all other students in school this remains a concern. 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>D.</b>	The attendance rates of PP students' parents and carers at consultation evenings is lower than that of other students. For attendance at parents' evenings 2015-16 the figures were: average totals PP 72.1% non PP 87.25%. For 2016-17 the figures are: average totals PP 69.94% non PP 85.82%. These figures generally reflect some PP parents' engagement with their child's education. This lack of engagement has an effect on students' attainment and needs addressing with a more concerted whole school approach.
<b>E.</b>	Literacy amongst PP students continues to be an issue. Historical data and GCSE outcomes 2017 show that there is a gap in the achievement of our PP students in English Language compared to those of all students nationally ( 2017 our PP students achieved 45% Basic 4+ in English Language with national achievement at 67%). The gap between our PP students achieving a basic 4+ GCSE grade in English compared to those nationally is a lot smaller when grades in English Literature is taken into consideration ( 2017 GCSE results our PP students achieved 72% basic 4+ in English Literature comparing favourably to 72% for all students nationally)

4. Outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
<b>A.</b>	Ensure that Year 11 PP students attainment reflects their academic profiles and their KS2 fine scores comparing favourably with all other students of similar ability in Year 11	<ul style="list-style-type: none"> <li>At each interim report the scatter graph comparing KS2 fine scores and attainment 8 figures of PP students' and all of our year 11 students' shows no discernable gap / trend</li> <li>To keep the PP average Attainment 8 figure at each interim report over 36 and as near to 50 as possible</li> <li>Appropriate interventions for each individual PP student are considered and where appropriate initiated and documented in SIMS</li> <li>Extra numeracy and literacy support including 1 to 1 are continued/introduced</li> </ul>

		<ul style="list-style-type: none"> <li>• All appropriate careers guidance is offered and actioned to ensure all PP students' have clear aspirations on leaving in the summer of 2018</li> <li>• Where appropriate, support regarding time management, completion of homework/coursework/ and revision and exam preparation is offered to PP students</li> <li>• The services of external life coaches and mentors is used appropriately</li> <li>• The Learning Plus facility is used by as many PP students as possible as a place where they can work after school in a quiet, controlled, supported working environment</li> <li>• Continue to raise the profile of this group around school and amongst all colleagues</li> </ul>
<b>B.</b>	Ensure that Year 8 PP upper middle and higher academic profile students' attainment reflects their KS2 scores	<ul style="list-style-type: none"> <li>• As a minimum at each interim report the progress and attainment of this group of students is monitored closely and discussed by the Head, SLT i/c PP and the Head of year. Concerns on an individual basis are raised and interventions are decided upon and then actioned</li> <li>• The achievement of the upper middle and higher ability PP students to be in line with other students of similar KS2 standard scores receive early careers guidance and support leading to the development of clear aspirations amongst this target group</li> <li>• The attendance of this target group is closely monitored and in liaison with the attendance co-ordinator, appropriate interventions are identified and actioned</li> <li>• All PP students receive early careers guidance and support leading to the development of clear aspirations amongst this target group</li> <li>• PP students in this target group are offered extra challenge and support in numeracy and literacy where appropriate through extra lessons, targeted subject based support and the use of appropriate ICT programmes and applications</li> <li>• The services of external life coaches and mentors is used appropriately</li> <li>• The Learning Plus facility is used by as many PP students' as possible as a place where they can work after school in a quiet, controlled, supported working environment</li> <li>• Raise the profile of this group around school and amongst all colleagues</li> </ul>
<b>C.</b>	Increased attendance rates for pupils eligible for PP towards the key 95% figure	<ul style="list-style-type: none"> <li>• The attendance figures of PP students and non PP students in all year groups attendance rises towards the 95% figure and approaches that of other students</li> <li>• Intensive targeted support from the Attendance Officer as well as Form Tutors, Year Heads and members of the Senior Leadership Team</li> <li>• In the autumn term the pastoral team to carry out individual interviews with all PP students who had an attendance percentage of lower than 95% for 2016.17 to identify barriers to their attendance and the interventions needed to improve this figure</li> <li>• Seek support with the parents of these students through correspondence and face to face meetings</li> <li>• Raise the profile of this group around school and amongst all colleagues</li> </ul>
<b>D.</b>	To raise the engagement of parents and carers of PP students' towards school life and the attainment of their children	<ul style="list-style-type: none"> <li>• Improved attendance by parents and guardians of PP students at consultation evenings – target of 80% attendance at all consultation evenings by PP students' parents</li> <li>• Alternative arrangements have been put in place for PP parents where transport or willingness to engage with school are a problem.</li> <li>• Support firmly in place through Learning Plus and other arrangements so that students who find it difficult to work at home are all helped</li> <li>• Continue the development of Pars Insight as a way of communicating with PP parents about their child's education and progress</li> </ul>

		<ul style="list-style-type: none"> <li>• Dates of parents consultation evenings are communicated by telephone to all PP parents well in advance of the day and reminders given again where possible by telephone two weeks and a day prior to these events. Form tutors to do this</li> <li>• Figures for 2017-18 show there are particular concerns with Years 9 and 10 PP parents to attend and engage in their child's education and progress parents. These groups need a concerted effort to get them to attend and engage in their child's education and progress. The figures of Year 9 67% and year 10 67% need raising towards the 80% target</li> <li>• Raise the profile of this group around school and amongst all colleagues</li> </ul>
<b>E.</b>	To raise the attainment of all PP students in English Language	<ul style="list-style-type: none"> <li>• The progress made by our PP students across all year groups improves from being lower than that of similar pupils in similar schools to achieving at least parity</li> <li>• Continue the development of Accelerated Reader across more year groups</li> <li>• Increased individual resources, interventions and support offered to all PP students in English Language</li> <li>• The English faculty will focus the use of extra GCSE resources for all KS4 PP students</li> <li>• Individual literacy development targets to be set for those PP students in all year groups not achieving their targets</li> </ul>

## 5. Planned expenditure

Academic year

2017/18

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?
Ensure that Year 11 PP students' attainment reflects their academic profiles and their KS2 fine scores comparing favourable with all other students' in year 11	<p>Early careers meetings to set high aspirations.</p> <p>Ensuring all students have at least 2 college applications in place.</p> <p>All other appropriate careers guidance is offered and actioned to ensure all PP students' have clear aspirations on leaving in the summer of 2018</p> <p>The services of external life coaches and mentors is used appropriately including their use to cope with SEMH concerns.</p> <p>Mentoring 1 to 1 and small group curricular lessons.</p> <p>Extra classes in Maths and English at KS4.</p> <p>Extra numeracy and literacy support including 1 to 1 are continued/introduced</p> <p>Where appropriate support regarding time management, completion of homework/coursework/ and revision and exam preparation is offered to PP students PP</p> <p>The Learning Plus facility is used by as many PP students' as possible as a place where they can work after school in a quiet, controlled, supported working environment</p> <p>Raise the profile of this group around school and amongst all colleagues.</p> <p>Continued interaction with home and where possible emgaging the support of parents/carers.</p>	<p>At each interim report the scatter graph comparing KS2 fine scores and attainment 8 figures of PP students' and all of our year 11 students' shows no discernable gap / trend</p> <p>To keep the PP average attainment 8 figure at each interim report over 36 and as near to 50 as possible</p> <p>Appropriate interventions for each individual PP student are considered and where appropriate initiated and documented in SIMS</p>	<p>Specific students are targeted based upon tracking data and SEMH issues.</p> <p>Data analysis passed on to specific staff who will implement and monitor the effectiveness of the support and decide how long and how much support is required.</p> <p>Discussion about the group at meetings between ANS, JCA and HC.</p> <p>Progress of the group discussed at SLT.</p> <p>If extra specific support is required identified by key staff then JCA to organise in liaison with HC, KB, ANS and Directors/Subject Leaders</p>	JCA/HC/KB/ANS	<p>Parents evening 11<sup>th</sup> October 2017</p> <p>CEO's 17/11/17</p> <p>Mock results Jan 19th 2018</p> <p>Parents evening 8/2/18</p> <p>Mock Exam results Easter 2018</p> <p>CEO 4/5/18</p> <p>GCSE Results August 2018</p>

<p>Ensure that Year 8 PP upper middle and higher academic profile students attainment reflects their KS2 standard scores</p>	<p>The achievement of the upper middle and higher ability PP students to be in line with other students of similar KS2 standard scores receive early careers guidance and support leading to the development of clear aspirations amongst this target group  The attendance of this target group is closely monitored and in liaison with the attendance co-ordinator, appropriate interventions are identified and actioned  All PP students receive early careers guidance and support leading to the development of clear aspirations amongst this target group  PP students in this target group are offered extra challenge and support in numeracy and literacy where appropriate through extra lessons, targeted subject based support and the use of appropriate ICT programmes and applications  The services of external life coaches and mentors is used appropriately  The Learning Plus facility is used by as many PP students' as possible as a place where they can work after school in a quiet, controlled, supported working environment  Raise the profile of this group around school and amongst all colleagues</p>	<p>As a minimum at each interim report the progress and attainment of this group of students is monitored closely and discussed by the Head, SLT i/c PP and the Head of year. Concerns on an individual basis are raised and interventions are decided upon and then actioned</p>	<p>Specific students are targeted based upon tracking data and SEMH issues.  Data analysis passed on to specific staff who will implement and monitor the effectiveness of the support and decide how long and how much support is required.  Discussion about the group at meetings between ANS, KCA and DE.  Progress of the group discussed at SLT.  If extra specific support is required identified by key staff then JCA to organise in liaison with DE, KB, ANS and Directors/Subject Leaders</p>	<p>JCA/DE/KB/ANS</p>	<p>CEO 20/10/17  Parents evening 25/1/18  CEO 2/3/18</p>
<p>To raise the attainment of all PP students in English Language</p>	<p>Continue the spread of accelerated reader across more year groups  Increased individual resources, interventions and support offered to all PP students in English Language  The English faculty will focus the use of extra GCSE resources for all KS4 PP students  Individual literacy development targets to be set for those PP students in all year groups not achieving their targets  Extra English curricular classes in Year 8  More GCSE groups in KS4</p>	<p>The progress made by our PP students' across all year groups improves from being lower than that of similar pupils in similar schools to achieving at least parity</p>	<p>Close Tracking of all PP students' progress in English at all CEO interim reports using SISRA  Early intervention by Director of Faculty and KS3 Literacy Co-ordinator  Discussion between Director Of faculty and ANS at their meetings  Discussions between Director and SLT Line manager  Director of Faculty identifying specific needs and asking for</p>	<p>Director of Faculty and English staff/  JCA/ ANS/ AL</p>	<p>CEO's 2017.18  Parents evenings 2017.18</p>

<b>Total budgeted cost</b>					£61,000
<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>

<p>Increased attendance rates for pupils eligible for PP towards the key 95% figure</p>	<p>Appointed Attendance Officer to support the pastoral and behaviour management systems to chase up the attendance of all students.  Intensive targeted support from the Attendance Officer as well as Form Tutors, Year Heads and members of the Senior Leadership Team  In the autumn term the pastoral team to carry out individual interviews with all PP students who had an attendance percentage of lower than 95% for 2016.17 to identify barriers to their attendance and the interventions needed to improve this figure  Seek support with the parents of these students through correspondence and face to face meetings  Raise the profile of this group around school and amongst all colleagues</p>	<p>Pupil Premium attendance for 2016-17 93.4% as compared to 91% 2015-16.  The attendance figures of PP students and non PP students in all year groups attendance rises towards the 95% figure and approaches that of other students</p>	<p>Weekly monitoring of the attendance of different groups of students, including PP students, throughout the year by attendance officer and Behavioural Manager.  Reduce the number of PA by the attendance officer using first day calls for PP students with attendance figures below 92%.  Use of letters and phone calls to express concerns to parents from AO and BM.  Form Tutors and Heads of Year intervention and meetings with PA parents and carers.  Discussions about PA and attendance concerns at meetings between JCA, ANS and Hof Y targeting further actions.</p>	<p>Attendance Officer/  Behaviour Manager/JC  A/ANS/HofY/  Form Tutors</p>	<p>At CEOs of each year group.  27 /10/17  21/12/17  9/2/18  23/3/18  24/5/18  10/7/18</p>
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<p>To raise the engagement of parents and carers of PP students' towards school life and the attainment of their children</p>	<p>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'  Pars insight used 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  Inviting parents into meetings with Life Coaches and Mentors</p>	<p>Attendance of parents at KS4 parents evenings increased compared to the same cohort last year.  For attendance at parents' evenings 2015-16 the figures were: Year 7 PP 77% all 94%; 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%.  For 2016-17 the figures are:  Year 7 PP 81% all 91%;  Year 8 PP 67% all 82%;  Year 9 PP 67% all 82.9%;  Year 10 PP 71% all 87% PP 50% all 84%;  Year 11 PP 84% all 88%;</p>	<p>Discussion of issues at Pastoral meetings including actions  Discussion of issues at CEO meetings between HofY, JCA and ANS again with actions  Monitor the use of Pars insight  Kirkland Rowell survey  Monitor parents attendance at parents consultation meetings  Ensure contact details for all media up to date</p>	<p>JCA/ANS/SL  T/Admin  Team/ Form  Tutors/ H of  Y</p>	<p>Parents evenings and options evenings  21/9/17  11/10/17  7/12/17  14/12/17  11/1/18  17/1/18  8/2/18  12/4/18</p>
<b>Total budgeted cost</b>					£50,000

6. Review of expenditure				
Previous Academic Year		2016.17		
i. Quality of teaching for all				
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 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. ICT – use of various applications and programmes for all students and / or targeted groups in curricular time	<p>The Maths Faculty feel the intervention in Year 8 has been a success. There has been an excellent working atmosphere in the room, Mr Lord (deputy Head) commented on this during a learning walk as did Mr Armfield. The quality of work is excellent and the balance between written work and Doodle maths is correct. They think running the sessions half term on/half term off has also worked well. They feel every week would have been overkill.</p> <p>Tablet devices are now used by all students in school to support their work in the classroom. Whilst they have not replaced other ways of learning they have become an important extra tool which will help to make lessons more engaging and relevant. Students will be able to access work at a level which is right for them and to become more independent, autonomous learners.</p> <p>Doodle maths has been used successfully by both the intervention groups (Y7 and 8). Miss Dixon had the most success with getting the year 7 to use the App out of school. The purchase of the App for all the pupil premium students in KS3 has been less successful, the majority of pupils have either not used the App or used it initially then stopped using it. If we continue with this strategy we will have to look again at how we can encourage/reward greater use of this App.</p> <p><b>English</b></p> <p>7 out of 10 students achieved their end of year target in the most recent exams (at least 3 of those achieved their aspirational level in one or more areas). Of the three that didn't, two of them were only a sub-level below their target.</p> <p>The English teacher of those from other classes within the group commented that one of the girls 'writing improved significantly and the exam result confirmed this' and the other girl 'improved across the board' and she had achieved a sub level above her target in the exam.</p> <p>Regarding reading and Accelerated Reader, all students are now Ready Reader or above and half of them have achieved the next level up of 'Independent Reader' and at least 5 students have improved their Reading Age.</p> <p>The extra class has also enabled them to increase in self-confidence and this can be seen during the normal English lessons where these students are much more likely to contribute to class discussions now.</p>	<ul style="list-style-type: none"> <li>• <b>This approach will continue. For academic year 2017.18 Extra Maths and English classes put on in Years 7 and 8 for identified students including PP who need support to progress in these two areas – reduced numbers in Maths and English classes.</b></li> <li>• <b>Where necessary Maths applications will be purchased to support individual students' progress</b></li> <li>• <b>The accelerated reader programme will be further established in 2017.18</b></li> </ul>	
D. Reduce the gap in attainment at the end of KS4 between PP	Curricular – More groups therefore smaller classes in KS4 Maths and English. Increase the number of Science classes to 7	In English it was particularly important to have very specific groups in current Year 11 as they are the first cohort to go through the new specifications for Lang and Lit and the 1-9 grades. Having eight classes has allowed us to create these specific groups focusing on, at the top end 7-9, then in the middle on 6-7, 5-6, 4-5 (two of these groups) and 3-4. It also meant we could have a non-Lit class who could	<ul style="list-style-type: none"> <li>• <b>Year 11 2017.18 a small cohort 115. There will still be 5 Maths and English groups reducing the numbers in a group average 23</b></li> </ul>	£48,835

and non PP students'	ensuring all students are entered for the appropriate Tier and reducing the numbers.	<p>focus entirely on Language in Year 11 (only 10 students) and they, in particular, have benefitted from this.</p> <p>Naturally, apart from in the two top sets, the classes have been smaller allowing for far more individual student/teacher interaction.</p> <p>See tracking data on SIMs for current CEOs for Lang and Lit.</p> <p>Maths - Achievement in Maths rose significantly in 2017, with 76% of PP students achieving at least Grade 4.</p> <p>Science - making the 7th set has proved very effective. A number of students were feeling demoralised and the move from triple to dual has given them the confidence they can do it. It has also given the staff more time in lessons for revision- with specifically identified students who will not be likely to do any revision at home.</p> <p>It also allowed the staff to separate the students who remained on triple to focus without the distractions caused by a few disengaged students, and for them to be better challenged once the weaker students were put in a different group to them. The science staff hope to see this reflected in the results.</p>	<ul style="list-style-type: none"> <li>• In Science students entry levels carefully looked at and it is felt that there will not be a need to look at creating any extra Science classes</li> <li>• Attainment 8 for all results 2017 48.8 compared to PP at 40.1</li> <li>• Upper band all students attainment 8 61.2 compared to 52.9 PP</li> <li>• Middle band all students attainment 8 40.5 compared to pp 39.8</li> <li>• Lower band all students attainment 8 20.9 compared to pp students 17.3</li> <li>• English Lang 5+ our PP 40% national 65%</li> <li>• English Lit 5+ our PP 56% national 55%</li> <li>• Maths 5+ our PP 48% national 48%</li> <li>• 4+EM our PP 62%</li> <li>• 5+ EM our PP 38%</li> <li>• 7+ EM our PP 5%</li> </ul>	
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## ii. Targeted support

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. 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.	<p>10 out of 14 students achieved at least their minimum End of Year target - the 4 who did not were just one sub level below this..</p> <p>Excellent progress has been made with accelerated reader and the extra time has been very useful to give these students, who are definitely what we would describe as reluctant readers, a boost with this programme and some quality 1:1 intervention. All students have achieved their ready reader certificate; 5 have achieved their reading age.</p>	<ul style="list-style-type: none"> <li>• <b>This programme will continue throughout key stage 3 with 12 hours per week of timetabled 1 to 1 and small nurture group classes</b></li> </ul>	

<p>C. Where possible greater parental involvement and support encouraged for PP students</p>	<p>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'</p>	<p>Learning Plus has been a great success offering identified students the opportunity to have a controlled and focussed venue to complete work, finish homework get individual teaching support. Students have been identified by HofY, SLT, mentors, form tutors as needing a supportive working environment to help them to improve their attainment. Letters are sent out on a regular basis. Attendance figures are very promising:</p> <table border="1" data-bbox="680 320 1131 564"> <thead> <tr> <th></th> <th>PP</th> <th>Non PP</th> </tr> </thead> <tbody> <tr> <td>Dec-16</td> <td>9</td> <td>88</td> </tr> <tr> <td>Jan-17</td> <td>26</td> <td>133</td> </tr> <tr> <td>Feb-17</td> <td>34</td> <td>203</td> </tr> <tr> <td>Mar-17</td> <td>46</td> <td>294</td> </tr> <tr> <td>Apr-17</td> <td>51</td> <td>302</td> </tr> </tbody> </table>		PP	Non PP	Dec-16	9	88	Jan-17	26	133	Feb-17	34	203	Mar-17	46	294	Apr-17	51	302	<ul style="list-style-type: none"> <li>As a school and through the pastoral team we have decided to target more and more individuals for this optional intervention programme. More letters to be sent out by the Learning Plus co-ordinator in liaison with SLT and Heads of Year. The aim will be to increase the PP attendance</li> </ul>	
	PP	Non PP																				
Dec-16	9	88																				
Jan-17	26	133																				
Feb-17	34	203																				
Mar-17	46	294																				
Apr-17	51	302																				
<p>D. Reduce the gap in attainment at the end of KS4 between PP and non PP students'</p>	<p>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</p>	<p>Pupil Premium attendance for 2016-17 93.4% as compared to 91% 2015-16. The 1-1 mentoring and life coaching has raised levels of self-esteem – student feedback has told us this. It has also helped the majority of students maintain / improve their level of attainment. – see tracking of intervention groups for last three years. All PP students through years 8-11 have had individual careers/future aspiration interviews with an outside agency. This has helped students raise their aspirational levels at an earlier stage thus having an impact on attainment. See LSIP document closing the gap. LA students having specialised 1-1 lessons to support their progress across all subjects- see tracking data. Attendance officer tracking PP/LA students. Completing home visits and first day calls. PP attendance up from 91.4% 2016 - 93.4% 2017.</p>	<ul style="list-style-type: none"> <li>The cascading of 'careers' (what we have called aspiration meetings) interviews with all PP students from Years 8 upwards have been a huge success. Having goals to PP students creates resilience. We will continue with this and where financially possible review all of these annually</li> <li>We have always felt that some PP students have really benefited from life coaching and mentoring meetings. All issues are talked about in these sessions and parents are involved where possible. Again we will be continuing with this program</li> <li>Attendance and attainment are closely linked as GCSE results 2016 clearly identified. We will be continuing with this close tracking and investigating all avenues to get more PP students into school at a comparable rate to all students</li> </ul>	<p>£52,143</p>																		

iii. Other approaches							
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. 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.	PP attendance up from 91.4% 2016 - 93.4% 2017. Rewards awards for PP student up compared to last year <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="text-align: center;">3266</td> <td style="text-align: center;">4746</td> </tr> </table>		3266	4746	<ul style="list-style-type: none"> <li>This has been another successful program this year which we need to develop and expand upon where possible</li> </ul>	£21,645
3266	4746						
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	Re-engaging disaffected parents – Number of parents tracking their children's progress from home has increased- Attendance of parents at KS4 parents evenings increased compared to the same cohort last year. For attendance at parents' evenings 2015-16 the figures were: Year 7 PP 77% all 94%; 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%. .For 2016-17 the figures are: Year 7 PP 81% all 91%; Year 8 PP 66.66% all 82%; Year 9 PP 67% all 82.9%; Year 10 PP 71% all 87% PP 50% all 84%; Year 11 PP 84% all 88%;		<ul style="list-style-type: none"> <li>As a school we have learned a much more targeted approach to parental involvement is required</li> <li>The figures have told us that we need to get as many year 7 and 8 parents of PP students into consultation meetings and if not into individual meetings to ensure they are engaged in their child's education and progress</li> </ul>			

## 7. 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

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)