

Pupil premium strategy statement (secondary)

1. Summary information					
School	Ashton on Mersey School				
Academic Year	2016/17	Total PP budget	£235,620	Date of most recent PP Review	Dec 2016
Total number of pupils	1278(11-16) 1442 (11-18)	Number of pupils eligible for PP	252	Date for next internal review of this strategy	May 2017

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C incl. EM (2015-16 only)	47%	69%
% achieving expected progress in English / Maths (2015-16 only)	65%/55%	80% / 75%
Progress 8 score average	-0.17	0.10
Attainment 8 score average	45.7	53.3

3. Barriers to future attainment (for pupils eligible for PP)

In-school barriers *(issues to be addressed in school, such as poor literacy skills)*

A.	Gaps in reading, literacy and numeracy skills when pupils start in Year 7 for PP pupils are low in comparison to other pupils.
B.	PP pupils often don't have financial access to a range of educational opportunities/resources.

External barriers *(issues which also require action outside school, such as low attendance rates)*

A.	PP pupils have lower attendance and punctuality in comparison to other pupils (93.7% in 2015/16 compared to 96.2% whole school).
B.	Low confidence and self-esteem can be evident in PP pupils.
C.	Complex family issues can have a negative impact on PP pupils.

4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria
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A.	High numbers of PP pupils increase their reading ages.	To ensure 50% of PP pupils improve their reading ages by 12 months plus, in Year 7 and Year 8 (38% in Year 7 and 65% in Year 8, 2015/16).
B.	Increased rates of progress in English and Maths in KS3 and KS4.	Reduce the progress gap between Pupil Premium and Non-Pupil Premium pupils to less than 10% in both KS3 and KS4. Evidence based on KS3 internal data and on the GCSE performance of non-pupil premium pupils.
C.	Increased attendance rates for pupils eligible for PP.	The gap in national attendance rates between Pupil Premium and Non Pupil Premium is 3.1%. The gap in AoM school between Pupil Premium and National Non Pupil Premium is 2.7%. The target is to further reduce this gap to 2.5% in 2016/17.
D.	Improved self- esteem and well-being for PP pupils.	To ensure pupils overall experience of school is measured as an average above 7.8 out of 10 (using the PP questionnaire, current average is 7.4). Increased access to extended school activity for PP premium, with an aim of all PP children to access a multiday residential between Years 7-11.
E.	Increase the number of PP pupils that participate in extra curricular activity.	To ensure all PP pupils regularly access extra-curricular activity.

5. Planned expenditure

Academic year	2016/17
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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?
Improved progress for English and Maths across KS3 and KS4. (Outcomes A/B)	Core Subject Teaching	To reduce class sizes within core subjects to enhance the quality of teaching delivered to PP pupils.	To monitor progress of PP pupils throughout KS3 and 4. Monitor quality of teaching and learning in KS3 to ensure maximum impact.	JOK,ROW,SAW	September 2017
Improved progress for English and Maths across KS3 and KS4. (Outcomes A/B)	Increased number of Teaching Assistants	To enhance the support within certain teaching groups that have a high number of PP pupils in the class.	To monitor progress of PP pupils within the group. To monitor TA/Teacher feedback on pupils progress and behaviour.	MAF	July 2017
Total budgeted cost					£82,405

ii. Targeted support

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?
Improved progress for English and Maths across KS3. Improved reading ages and numeracy skills. (Outcomes A/B)	Numeracy (MRF) and literacy (DWB) co-ordinators to conduct targeted support for PP pupils.	Pupils reading ages are measured at the beginning of year 7. Intervention using accelerated reader implemented for pupils. Numeracy levels monitored through KS3 progress data. Intervention put in place to aid Year 7 catch up.	Monitoring reading ages and progress data through half-termly reports and reviewing focus areas for pupils.	MAF, ROW	July 2017

Improved progress for English and Maths across KS3 and KS4. Improved reading ages. (Outcomes A/B)	KS4 intervention staffing for English (KAC) and Maths (TRM).	PP pupils targeted for 1:1 sessions for GCSE English and Maths to ensure progress is maximised.	Maths and English faculty closely monitor progress and implement intervention for pupils. Progress checked on half-termly basis, highlighting target pupils.	SAW	Sep 2017
Improved progress for English and Maths across KS3 and KS4. Improved reading ages. (Outcomes A/B)	Bespoke individual intervention.	Progress data informs where PP pupils need to improve. Numeracy (FRL) and Literacy (TBC) co-ordinators used in KS3 (Yr7-9) to have 1:1 sessions with pupils (This focus is on English, Maths and Statistics rather than reading ages). This also includes resources for support programmes and individual revision, equipment and rewards. KS4 intervention includes Saturday School costs.	Individual needs are met for pupils as focus is based on pupils' progress within core subjects.	MAF/ROW/SAW	Sep 2017
Improved progress for English and Maths across KS3 and KS4. Improved reading ages. (Outcomes A/B)	Learning Resources	Pupil feedback from questionnaires have stated PP pupils feel that revision guides, extra past papers and equipment packs would be beneficial to their learning.	Monitoring outcomes of PP assessments and through feedback from questionnaires.	Head of Year 11	KS3 July 2017 KS4 Sep2017
Total budgeted cost					£107,528.20

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?
Improved self-esteem and well-being for pupils. (Outcome D)	Transition/Primary Staffing	To improve the transition process from primary school to Year 7. Pupil questionnaires and contact with local primary schools have identified transition for PP pupils a key focus. Ensuring a knowledge of wider issues for these pupils.	To ensure transition days are delivered effectively and staff visits continue to primary schools for transition meetings.	MAF	July 2017
Improved self-esteem and well-being for pupils. (Outcome D)	Support staffing- Careers, PP Co-ordinator, Pupil Support managers, Skillsforce	Highlighted areas of support through both the national agenda and pupil feedback. The staff used for PP pupils ensures they	Monitoring support for PP pupils through highlighting individual pupils' needs through pupil	HoY 10	July 2017

	mentoring, Listening Centre.	access opportunities and relevant support where necessary.	feedback and making PP pupils priority for mentoring and support.		
Increased Attendance Rates (Outcome C).	Attendance Incentives.	Pupils are rewarded for high attendance and improvement in attendance. Ensuring pupils are in school will have a positive effect on progress.	Attendance Officer monitors attendance and ensures HoY has relevant information and prizes for PP pupils. Attendance Officer also contacts home on every absence.	Head of Year 8	July 2017
Improved self- esteem and well-being for PP pupils (Outcome D). Improved progress across subjects (Outcome B) Increase the number of PP pupils participate in extra curricular activity (Outcome E).	Payment contributions for School Trips.	To ensure that PP pupils have opportunities to access trips. Pupils are targeted to have attended at least one residential trip by the end of the Year 11. Subject related trips such as field trips are paid in full.	Monitored through the trip co-ordinator and PP-Co-ordinator. Communication with parents and tailored trips by the Head of Year are organised at relevant times in the Year.	Head of Year 9	July 2017
Improved self- esteem and well-being for PP pupils (Outcome D).	Uniform contributions.	To ensure PP pupils have the expected uniform for school. This will ensure that pupils feel fully part of the school community.	HoY and PSMs to monitor pupils and ensure uniform is correct. Communication with parents through the PP Co-ordinator ensures that parents are aware of support available.	SAC	July 2017
Total budgeted cost					£45,686.80

6. Review of expenditure

Previous Academic Year

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
Improved progress for English and Maths across KS3 and KS4. (Outcomes A/B)	Reduced Class Sizes	High Impact- This has allowed for smaller class sizes which has had an impact on progress and behaviour. This can be evidenced through SIMs data and progress data. SEF assessments in pupil outcomes and behaviour, safety and welfare. The starting point for Pupil Premium pupils in last year's Year 11 cohort in summer of Year 10 was 38% for the basics in both English and Maths. As a result of the initiatives offered 50% secured an A*-C in English and Maths, increasing by 12% from Year 10 to Year 11.	Closer monitoring of both behaviour and progress for future years to ensure clearer evidence of impact.	£47,582
Improved progress for English and Maths across KS3 and KS4. (Outcomes A/B)	Increased TA Support	Medium Impact- This has allowed TA's to support classes with high numbers of PP pupils. This has had a positive impact on behaviour and progress for groups of targeted pupils. An example of the impact is behaviour info on groups where most TAs are employed- Behaviour for pupils has improved due to TA support, in 2014/15 there were a total of 123 SIMs behaviour reports in set 4 classes, this reduced to 85 in 2015/16.	Closer monitoring of both behaviour and progress for future years to ensure clearer evidence of impact.	£34,823

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
Improved progress for English and Maths across KS3 and KS4. (Outcomes A/B)	Literacy co-ordinator to conduct targeted support for PP pupils.	High Impact- This has had a positive impact on pupils in Year 7 and 8. Targeted reading support for pupils has seen an increase in reading ages for pupils. In English, there was a key focus on improving pupils reading ages. This was a huge success with 78% of Year 8 Pupil Premium pupils showing improvements in their reading ages and 64% of these pupils improving their reading ages by more than 12 months. Evidenced through our Accelerated Reading initiative.	More staffing required to support co-ordinators in place. Investigation into supporting resources in numeracy to support testing and monitoring.	£13,196

Improved progress for English and Maths across KS3 and KS4. (Outcomes A/B)	KS4 intervention staffing for English and Maths.	High Impact- Impacted KS4 pupils through 1:1 tuition. This has improved pupils GCSE results and also developed pupils' revision and examination skills. 2016 –7% increase in PP achieving C or better at English and maths at GCSE compared to 2015.	Investigate staffing ensuring quality of intervention is high.	£27,745
Improved progress for English and Maths across KS3 and KS4. (Outcomes A/B)	Bespoke individual intervention.	Low Impact- Unable to track impact and quality of delivery of 1:1 sessions through external providers. However, this could be evidenced through the KS3 and KS4 progress data highlighted in the Quality of Teaching section.	External support put on hold as unsure of quality of delivery and impact on pupils. Investigate staffing situation for intervention, therefore investment in bespoke staffing.	£52,236
Improved progress for English and Maths across KS3 and KS4. (Outcomes A/B)	Learning Resources	Medium Impact- Pupils use of revision guides, equipment and past papers have a positive impact on results. This can also be evidenced through PP pupils' questionnaire (95% of pupils stated that the revision guides were very useful and 90% of pupils stated the equipment helped them within lessons).	Investigate more resource provision in KS3 across all subject areas.	Part of Bespoke Funding

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
Improved self-esteem and well-being for pupils. (Outcome D)	Transition/Primary Staffing- TA Support	Medium Impact- Ensures smooth transition for PP pupils from primary school. This can be evidenced through primary and pupil feedback. The PP questionnaire highlighted that 95% of Year 7 pupils have settled into school well.	Ensure that pupils questionnaire in Year 7 focusses on this area. Investigate intervention in primary schools during HT6.	Included in TA Support Cost in Quality of Teaching.
Improved self-esteem and well-being for pupils. (Outcome D)	Support staffing- Careers, PP Co-ordinator, Pupil Support managers, Skillsforce mentoring.	High Impact- Clear support mechanism in place for PP pupils to ensure that self-esteem and well-being are fully supported within school. This can be evidenced through individual pupil records and questionnaires. The PP questionnaire highlighted that 84% of pupils felt they had enough support.	Ensure support is highlighted on pupil records.	50,611

Increased Attendance Rates (Outcome C).	Attendance Incentives.	High Impact- PP pupils respond well to incentives. The attendance of our Pupil Premium cohort last year was 93.7% for 323 pupils, equal to what we achieved in 2014/15. However, we have continued to close the gap between Pupil Premium and Non-Pupil Premium students from -2.8% in 2014-15 to -2.5% in 2015-16.	Continue to develop communication links with home and rewards through Attendance Officer.	Part of Bespoke Funding
Improved self- esteem and well-being for PP pupils (Outcome D). Improved progress across subjects (Outcome B)	Payment contributions for School Trips.	Medium Impact- This has had a very positive impact for certain pupils who have not had an opportunity to go on school trips. Impact is also through progress within subjects who require trips within the course e.g. Controlled Assessment fieldtrip in Geography. 92% of all KS3 PP pupils have participated in a residential trip by the end of Year 9.	Develop feedback system for pupils to highlight impact on school trips.	12,700
Improved self- esteem and well-being for PP pupils (Outcome D).	Uniform contributions.	Medium Impact- Ensure pupils are dressed appropriately for school.	Monitor pupils more closely to ensure uniform is supplied when required.	Part of Bespoke Funding

7. Additional detail

- In this section, you can annex or refer to **additional** information, which you have used to inform the statement above.
- Further information can be seen on the [‘Pupil Premium Statement’](#) on the school website.

