

The Pupil Premium Grant

In 2016-17, the Pupil Premium allocation to Ashton on Mersey School was £235,620 which equates to 252 pupils.

The Pupil Premium is additional grant funding and is in addition to the School's Delegated Budget. It is allocated to children from low-income families, children who are in local authority care, children adopted from local authority care and children with parent(s) in the Armed Forces. Pupil Premium Funding is used to raise attainment, promote social skills, independent learning and positive behaviour in order to increase pupil progress.

Pupil Premium children face many barriers to educational achievement. At Ashton on Mersey these barriers include:

- Gaps in literacy and numeracy skills
- Attendance and punctuality issues
- Financial access to educational opportunities
- Confidence, emotional well-being concerns and low self-esteem
- Complex family issues



The Purpose of the Pupil Premium Grant

The Government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between disadvantaged children and their peers by ensuring that funding to tackle disadvantage reaches the pupils who need it most.

In most cases the Pupil Premium is allocated to schools and is clearly identifiable. It is for the school to decide how the Pupil Premium is spent. However, schools will be held accountable for how they have used the additional funding to support pupils from low-income families. New measures will be included in the performance tables that will capture the achievement of the pupils covered by the Pupil Premium.

At Ashton on Mersey School we target additional support strategies to enable every pupil, however financially disadvantaged, to:

- Improve their levels of progress and attainment
- Close attainment gaps relative to school averages
- Have full access to the curriculum
- Access extra-curricular provision
- Improve attendance
- Improve confidence, self-esteem and emotional well-being concerns.

At Ashton on Mersey School we have directed the funding to support the following interventions:

- Booster and 1:1 Intervention Classes
- Maths and English tuition
- Reading intervention
- Homework club
- Saturday morning school support
- Revision and examination materials
- Hobbies/Interests
- Incentives
- Mentoring/staffing
- Personal resources including ICT support
- Trips and Residential Visits
- Uniform
- Attendance Rewards

The impact of this funding has been to support and enhance our existing intervention strategies for pupils who would otherwise have been disadvantaged and has allowed them to experience the full range of opportunities offered.

Pupil Premium Expenditure and Impact 2016-17

Booster classes and mentoring

A variety of different booster classes were used across the Key Stages to help all pupils achieve their potential. Three key initiatives were put in place to support the Key Stage 4 Pupil Premium learners. The first was 1:1 support from internal school tutors and teachers during school hours. In addition, small group sessions in Maths and English were offered both on a Saturday morning and after school. The final initiative was the 'Keep Calm and Revise' scheme, which included 1:1 teacher mentoring with all revision materials and resources being provided.

90% of the pupils who received Maths and English 1:1 session's said it had a positive impact on their learning

KS3 pupils were also able to receive booster classes before school in preparation for their end of year examinations, with the funding also being used to encourage attendance by providing pupils with a healthy breakfast for the best possible start to the day. Pupils also received a variety of 1:1 intervention sessions.

The results in Key Stage 3 in most cases were excellent this year. The gap in progress for Maths between Pupil Premium and Non-Pupil Premium pupils reduced from 13% in 2016 to 10% in 2017. In English, there was a key focus on improving pupils reading ages. This was a huge success with 100% of Year 7 Pupil

Premium pupils showing improvements in their reading ages and 42% of these pupils improving their reading ages by more than 12 months and 17% improving their reading ages by more than 24 months. In Year 8, 39% of pupils improved their reading ages by over 12 months, 24% of pupils improved by over 24+ months.

Attendance

Ashton on Mersey School has introduced monitoring strategies and incentives to improve attendance of Pupil Premium children. We are particularly pleased with the improvement seen as a result of close monitoring and various reward schemes. Overall, the attendance of our Pupil Premium cohort last year was 93.4% for 252 pupils, compared to 93.7% in 2015/16. However, the gap between Pupil Premium and Non-Pupil Premium children has risen slightly from -2.5% in 2015-16 to -3.2% in 2016-17.

Residential/Social and Cultural Visits

School has funded a number of residential and cultural visits for identified pupils. Pupil and staff surveys reveal positive feedback on all these events. Trips include the History trip to the Somme, the Business trip to Paris, cycling trip to Holland and Year 7 residential team building trip to Anglesey.

‘Year 7 camp helped me to make new friends and also improve my teambuilding skills’

Year 7 pupil

The costs associated with residential/social/cultural visits, which provide vital cultural, social and enrichment experiences for pupils are often a barrier to those pupils with free school meals or from low income families. Pupil Premium funding has enabled these costs to be subsidised for eligible pupils, thus allowing greater access to the same high quality and exciting opportunities offered by these experiences. Pupil Premium families are encouraged to apply for help with funding in all our trips and activities through letters that are sent home when we advertise each trip.

Resources

The School has also used some funding for administration, resource packs, literacy boxes, resources and files for eligible pupils. Some examples include when Year 7 pupils were provided with pencil cases and calculators. 60 Year 9 pupils were provided with Mathematics kits for their Statistics GCSE and revision guides were bought for pupils studying their GCSE’s in KS4. Ingredients are supplied when families are financially unable to provide the necessary ingredients for Food Technology practical lessons. This allows pupils to develop their making skills in Technology but also learn essential life skills. In these situations, it ensures all pupils are able to access the same opportunities irrespective of their family income.

One of the largest investments this year was in Pupil Premium ‘Learning Zones’. These locations, have been refurbished from existing classrooms within the school and been stocked with relevant learning resources, equipment and staff to support pupils with bespoke intervention and after school homework clubs.

Uniform

Ashton on Mersey School has helped Pupil Premium students with the cost of some items of new uniform and PE kit. The start of the academic year can be an expensive time for many families. Pupil Premium families are encouraged to contact the school if they require any help towards uniform costs. Support has also been provided for uniform requirements in our practical subjects in KS4, for example safety boots and clothing for pupils working in Construction.

Impact of Pupil Premium

The impact of Pupil Premium can be measured in two ways. Firstly, we compare the performance of pupils eligible for Pupil Premium funding against the performance of those who are not. The table below shows the gap in this performance for those two groups of pupils at Ashton on Mersey School, based on the number of those gaining a grade 9-4 in both English and Mathematics. The starting point for Pupil Premium pupils in last year's Year 11 cohort in summer of Year 10 was 26% success for the basics in both English and Maths. As a result of the initiatives offered 48% secured the English and Maths, increasing by 22% from Year 10 to Year 11 and increasing the results for the group by 10% in comparison to the previous year.

Whilst the data for 2015-16 has been provided, any comparisons made should be interpreted with an air of caution. GCSE exams in English and Mathematics were reformed this year with increased challenge and content, changes to assessment frameworks and changes to the grading structure so cannot be directly compared with those sat by previous cohorts.

Results 2016	Pupil Premium	Non-Pupil Premium	Gap
% Achieving 9-4 English and Maths	48% (50% A*-C in 2016)	74% (69% in 2016)	26% (19% in 2016)

The second way in which we measure the impact of Pupil Premium is through the quality of the activities or intervention that we provide. Each activity concludes with a pupil survey and is compared to a pre-event survey.

'The 1:1 intervention in English really helped me with areas of the subject that I struggled with'.

'The revision sessions I went to really helped me to get the grades I wanted'.

Year 11 pupils.

What projects will run in 2017-18?

Ashton on Mersey School has been allocated £223,465 for 2017-18 which equates to 239 pupils. We have detailed below how we intend to spend this year's allocation per pupil. Our target is to continue to raise the attainment and progress of disadvantaged pupils. Currently we are running attendance incentives and we are helping pupils with school uniform, PE kit and specialist uniform required for BTEC courses. Booster classes and 1-1 interventions are in place, mentors are booked to come into school and revision guides have been ordered. A team building day and camp is planned for our Year 7 pupils and we are looking into an additional learning residential for Pupil Premium learners to aid KS3 to KS 4 transition.

The importance of reading has been a key focus for our Pupil Premium pupils in KS3. A Reading Intervention Co-ordinator will be supporting Key Stage 3 pupils this year to improve literacy skills and their reading ages. We also have a KS3 Numeracy Co-ordinator, building upon the success of the Literacy Co-ordinator. Their role will be to support pupils across KS3 in numeracy and literacy activities through weekly one to one sessions with designated intervention teachers. There is a clear focus on literacy and numeracy in Key Stage 3, which will allow pupils to gain the necessary skills to successfully undertake their GCSEs once they reach Years 9, 10 and 11.

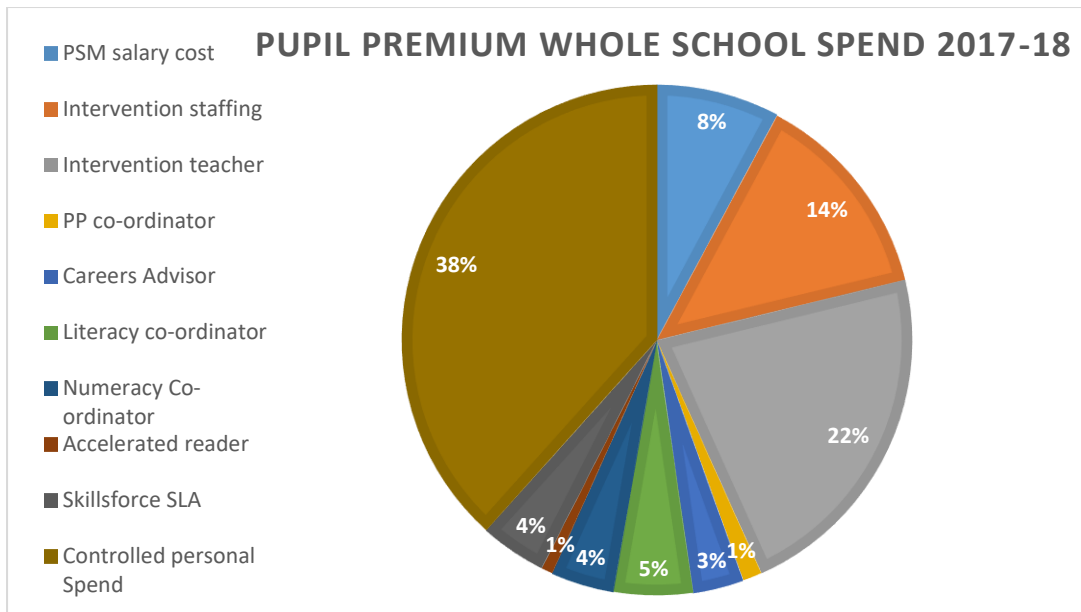
In the previous two years the school have invested heavily into Key Stage 3 intervention to ensure pupils are ready for the rigors of GCSE learning. This structure is now in place for both KS3 and KS4 intervention, therefore a key focus for the current academic year is to ensure the pupils have more opportunities to develop a wider skills set and gain new life experiences. Examples of this are ensuring all Year 7 pupils access a team building residential trip. In addition, a KS3 English Baccalaureate (E-Bacc) strategy that will ensure high attaining pupils get the opportunity to stretch themselves academically and also gain life experiences related to the E-Bacc subjects.

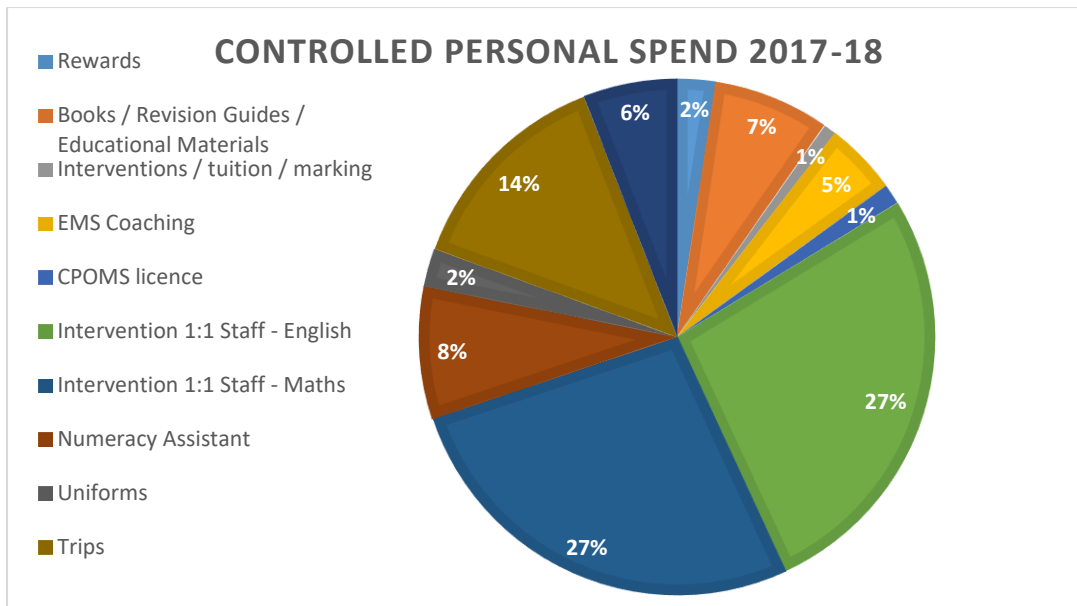
For 2017-2018 Ashton on Mersey School intends to continue to fund similar interventions to those used in 2016-2017 as this had a positive impact on pupils and has helped to ensure all our pupils have full access to all the opportunities available at Ashton on Mersey School.

Our School Improvement targets specifically focus on progress and attainment of vulnerable groups and further closing the gaps. This year a headline target across the school is to reduce the gaps in attainment across all key stages (between each individual vulnerable grouping and non-vulnerable pupils). This will be evidenced through the progress made from KS2-4 for targeted groups of pupils. Our key target will be to:

- Reduce the progress gap between Pupil Premium and Non-Pupil Premium pupils to less than 10% in both KS3 and KS4.

Planned breakdown of spend per pupil 2017-18





Pupil Premium Review.

Tracking, monitoring and intervention for identified individual needs of Pupil Premium learners is under the remit of the Heads of Year in each year group. These managers have access and arrange the spend of the Controlled Budget finances. They are accountable to the Assistant Principal's responsible for each Key Stage who develop the higher level strategy of the Pupil Premium spend. The full annual review occurs in the final half term of the academic year and is completed in September/October each year, when pupil outcomes are confirmed to ensure impact evidence of activities is assessed accurately.