



THE DEAN TRUST
Ashton on Mersey School

Pupil Premium Review 2019-20

Pupil Premium Funding

In 2019-20, the Pupil Premium allocation to Ashton on Mersey School was £230,225 which equates to 280 pupils.

The Pupil Premium is 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 student, 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 funding has been directed to support the following interventions:

- Booster and 1:1 Intervention Classes
- Maths and English tuition
- Reading intervention
- Homework club
- 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 existing intervention strategies for students who would otherwise have been disadvantaged and has allowed them to experience the full range of opportunities offered.

Pupil Premium Expenditure and Impact 2019-20

The below outlines our progress towards our 2019-2020 Pupil Premium targets.

Target 1: To improve the progress of high ability PP pupils by establishing a HAP Programme.

Our 2019 Ofsted Report stated that 'the progress made by disadvantaged pupils was below that of other pupils nationally with the same starting points'. Last academic year the school aimed to focus particularly on our High Ability Pupil Premium learners who have historically made less progress than their counterparts. This involved the development of a High Ability Pupil (HAP) programme. The programme aimed to offer high attaining pupils the opportunity to access enrichment. These enrichment activities were focused on 5C's of Growing Confidence, Making Connections, Learning in Context, Cultural Experiences, Sense of Community. All of the activities focused on raising the cultural capital of our disadvantaged pupils and stretching pupils academically and personally.

As of March a number of successful enrichment activities had been established. Some examples are outlined below.

- Year 10 HAP PP pupils visited the Trafford Town Hall. Pupils met with the Mayor of Trafford and had a tour of the building and council chambers. They discussed local politics and democracy with the Mayor developing their sense of community and British Values.

"Visiting the council chambers was really interesting, I didn't know what went on in the Town Hall but now I feel I have more of an understanding of how local politics works."

Year 10 pupil

- Year 9 and 8 HAP PP pupils visited local company Youth Fed. They took part in sessions focused on Cyber Security and gained an insight into what goes on in an Operations Centre. Pupils got the opportunity to do some live threat hunting and cyber security simulations tackling cyber-attacks as they happened. In addition the pupils enjoyed spending the morning at the Salford Quays Offices, experiencing what it is like to work in this area of Manchester.
- Year 11 HAP PP pupils attended a talk with a Holocaust Survivor and were able to hear her story first hand and ask questions.

Many more activities were planned but unfortunately couldn't go ahead due to school closing in March. We will look to continue to offer such activities to our Pupil Premium Pupils once it is deemed to be Covid Safe to do so again. Our progress figure for HAP PP Pupils in 2019-20 was -0.98 which is an improvement on the 2019 figure.

Target 2: To ensure Pupil Premium pupils are receiving equality of access and the correct package of educational support to allow them to make expected progress.

In 2018-19 the Pupil Premium Progress 8 score was -1.33. Our disadvantaged pupils' progress therefore needed to be a major focus of our attention. Our School Improvement targets for 2019-20 specifically focused on progress and attainment of vulnerable groups and further closing the gaps. The headline target across the school for 2019-20 was a Progress 8 Score for our disadvantaged pupils of 0.

Intervention formed a large part of this target. We have full time intervention teachers in Maths and English who will deliver 1:1 and group sessions to selected pupils. The school provided intervention for pupils in both Key Stage 3 and Key Stage 4. In the period between September and March 71% of our Year 11 Pupil Premium students had received 1:1 intervention in Maths and 65% in English. As part of the wider Year 11 strategy members of staff also delivered additional English intervention sessions in registration time specifically for Pupil Premium learners. These were proving to be well attended and pupils were engaging positively.

This academic year we also focused on homework and appointed a Pupil Premium Homework Lead. An afterschool homework club was developed to specifically support Pupil Premium learners. Pupil Premium Homework Club grew and developed and as of lockdown in March we had a group of between 20-30 regular attendees. Those pupils saw the club as a key and important part of their school life. This club will be relaunched in 2020-21.

The school has also used some funding for administration, resource packs, resources and files for eligible students. For example, revision guides were bought for pupils studying their GCSEs in KS4 and ingredients were supplied to avoid families struggling to provide the necessary ingredients for Food Technology practical lessons. In these situations, it ensures all pupils are able to access the same opportunities irrespective of their family income.

Ashton on Mersey School has helped Pupil Premium students with the cost of 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.

The school will continue to work on ensuring educational equality and access for our Pupil Premium learners during 2019-20, during this global pandemic it is going to be increasingly important to support pupils' access to learning.

Our progress figure for 2019-20 was -0.65 which is an improvement on the 2019 figure.

Target 3: To ensure PP attendance is equal to or above 94% during 2019/20.

Last academic year we appointed a Pupil Premium Attendance Lead. His role has involved working closely with our Attendance officer, supporting pupils, conducting home visits and running incentives. We had a number of reward incentives in place to encourage good attendance.

A Pupil Premium school attendance car used to support pupils further. This is a lease car which we are using for home visits and to pick up pupils who are persistently absent or late for school. This car has been used daily by our Pupil Premium Attendance Officer and it has already proved successful with a number of pupils. This resource will be utilised further throughout the academic year 2020-21.

Disadvantaged pupils attendance is on the rise and the gap is starting to narrow. In 2017-18 attendance of this group was 90%, in 2018-19 it was 91% and by March of 2020 it had risen to 91.8% compared to 94.6% non-disadvantaged. This shows improvement even during a challenging year for attendance nationally. We have set a target of 93%+ for this academic year.

Target 4: To improve the attitude to learning for key Pupil Premium pupils.

A small number of pupil premium are disengaged. To tackle this the school developed a number of strategies to engage these pupils making them a more active part of our school community. Developments include a Sport Leadership Programme with a key group of Year 10 pupils, many of whom are 'disengaged'. Each Thursday afternoon the group of pupil visited the Sale West Community Centre accompanied by a members of the PE team. Their sessions were delivered by Communities United Project (CUP). CUP support people to build skills and open up routes to training and qualifications and they work closely with the Sale West community. All of the pupils successfully completed a multi-sports qualification and completed other leadership sessions. The school didn't get to complete the whole programme due to the Covid 19 lockdown however we are excited to see how future projects like this could improve pupils' self-esteem and sense of community in our pupils in the future.

The school planned to support Our Sale West with a local careers event to be held at the Sale West Community Centre in March 2020. A similar event focused on tackling climate change had also been planned for June 2020. A number of our key Pupil Premium students had been identified to lead/support at these key community events. Unfortunately, neither event was possible due to lockdown restrictions coming into effect. The school will continue to develop this community partnership during 2020-21.

In addition we part fund a Pupil Support Manager in school, these colleagues work with our disadvantaged pupils on a daily basis offering support and guidance.

Target 5: To improve parental engagement for a selected group of hard to reach PP parents.

A Pupil Premium Parental Engagement Coordinator was appointed. By March 2020 he had made some good steps forward in terms of developing new links with parents, particularly those in Year 7. These links were continued into our lockdown period. Parental engagement was highly important during this time and particularly so for our disadvantaged pupils. The pastoral team made weekly support calls to pupils and parents ensuring their safety during this time.

There were plans to work with our local Community Centre in Sale West to provide opportunities for parents to engage with school in a different way – however once again these events couldn't take place. Parental engagement is however still high on our priorities going forward and these type of events will be rescheduled when possible.

The below outlines our work during the national lockdown March-September.

When national lockdown was on the horizon the school acted really quickly to ensure all pupils who didn't have a laptops at home had access to a school one. This was particularly important for the disadvantaged pupils. Parents and pupils were made aware of this support via direct conversations, text messages and phone calls. 84 laptops were loaned out during lockdown and 57% of those were to Pupil Premium learners. The school also purchased a number of internet dongles to allow those without internet to access the home learning provided. This work ensured there was no gap between the start of lockdown and disadvantaged pupils being able to get online and work. The school secured 16 Government laptops for a group of vulnerable year pupils and are currently in the process of applying for over 70 more.

Weekly calls were made to the pupils with form tutors, the SEND department and our pastoral team working effectively to ensure all pupils were safeguarded during this time. Covid safe home visits to our more vulnerable pupils were also commonplace. The school ensured the National FSM vouchers scheme was a success in school and prior to that we gave out lunch bags made by our catering team.

Of the pupils not accessing home learning, around 50% were Pupil Premium pupils.

Once government advice changed, allowing schools to invite non-keyworker pupils into school for a short meeting, 10-12 of the least engaged Pupil Premium pupils from Year 7-9 were invited in for a 30min meeting with their Head of Year. Between 60%-70% of these pupils attended the meetings. There were some effective examples of pupils re-engaging with online learning because of this initiative. In the week after this initiative the number of PP pupils not engaging with online learning fell from 62 to 47 meaning these 1:1 meetings with the Heads of Year had an immediate impact.

What projects will run in 2020-21?

Ashton on Mersey School has been allocated £227,055 for 2020-21 which equates to 281 pupils. We have detailed below how we intend to spend this allocation. Our target is to continue to raise the attainment and progress of disadvantaged pupils.

These are unprecedented times globally, nationally and locally. As a school we are aware that during these times our Pupil Premium students may be facing increased hardship and difficulties. National concerns about the gap between disadvantage pupils and non-disadvantaged pupils growing is at the front of our minds and it is crucially important this growth is minimised as much as possible. It is therefore vital that we use our funding this year wisely to ensure these pupils are fully supported and given every opportunity to succeed. With the above in mind we have streamlined our strategy this year to three key targets outline below. They focus on pupil outcomes, pupil access, and pupil attendance.

Target 1

Outcomes: To ensure Pupil Premium pupils are provided with suitable intervention, both academically and emotionally to allow them to achieve.

- English and Maths 1:1 intervention
- Subject Intervention
- Homework Club Coordinator - Homework club
- Careers advice and guidance
- Catch up 21 – support
- 42nd Street.

Target 2

Access: To ensure Pupil Premium pupils are receiving equality of access and the correct package of educational support to allow them to make expected progress.

- Technology access
- Accelerated reader programme
- Free School Meals provision

- Uniform
- Pencil cases/water bottles etc.
- Revision materials
- Books and educational materials.

Target 3

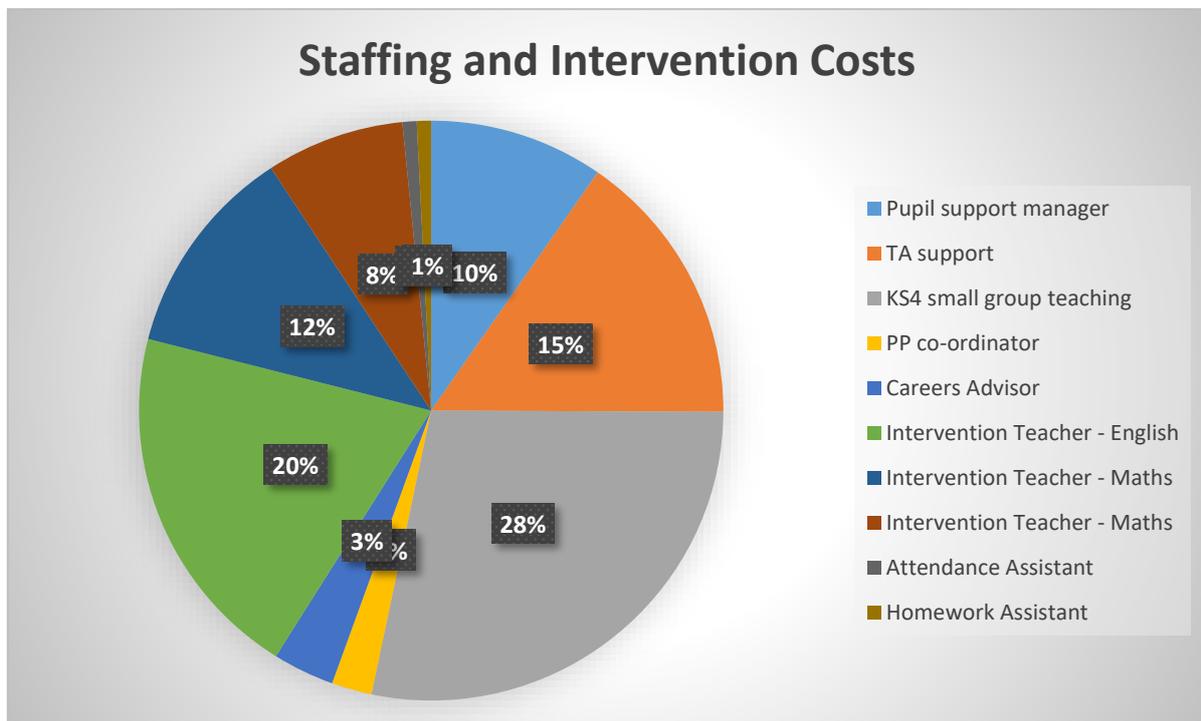
Attendance: To ensure PP attendance is equal to or above 94% during 2020/21.

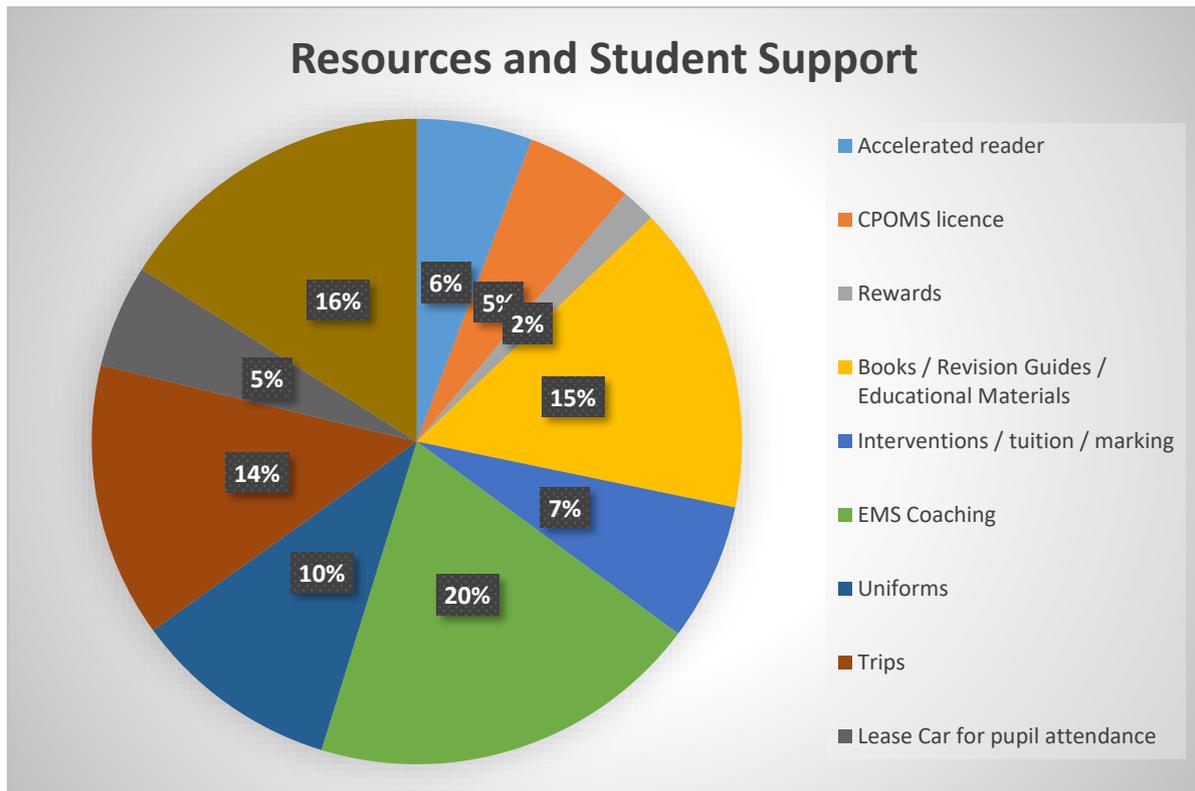
- Pupil Premium Attendance Coordinator
- Head of Year focus
- Form tutor involvement – Year Team strategies.
- Reward incentives

Please see our Pupil Premium Targets 2020-2021 for more details.

Planned breakdown of spend per pupil 2020-21:

Funding is broken down into two sections, one for 'Staffing and Intervention Costs' and the other for 'Resources and General Pupil Support'. The breakdown within these sections can be seen below:





Budget allocation per target:

This academic year we have 3 Pupil Premium Targets outlined below with the breakdown of cost per target:

Target 1:	£199,351
Target 2:	£19,724
Target 3:	£3,312
Additional Budget:	£4,668
Total funding:	£227,055

Pupil Premium Review Our Pupil Premium strategy for 2020-21 is completed and available on the school website. This is reviewed at the end of each term. 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.