

## Audenshaw School

### Proposed deployment of Pupil Premium funding for the academic year 2016-17

Section	Description		Expected impact	Additional information
IL 135	Pupil Premium 2016-17	272,454		
EL 300	Targeted additional support: mathematics	-51,020	<p>Within school, gaps between the achievement of disadvantaged students and their peers in mathematics are narrowed significantly.</p> <p>In Y11, the attainment and progress of disadvantaged students in mathematics compares favourably to non-disadvantaged students nationally.</p>	The provision of additional support in mathematics is based upon the ability levels and individual needs of disadvantaged students.
EL 302	LSA support: mathematics	-20,757	Further tailored support for individuals contributes to accelerated progress in mathematics for identified students.	
EL 300	Targeted additional support: English	-35,263	<p>Within school, gaps between the achievement of disadvantaged students and their peers in English are narrowed significantly.</p> <p>In Y11, the attainment and progress of disadvantaged students in English compares favourably to non-disadvantaged students nationally.</p>	The provision of additional support in English is based upon the ability levels and individual needs of disadvantaged students.
EL 302	LSA support: English	-15,284	Further tailored support for individuals contributes to accelerated progress in English for identified students.	
EL 302	Targeted additional support: science	-15,284	<p>Within school, gaps between the achievement of disadvantaged students and their peers in science are narrowed significantly.</p> <p>In Y11, the attainment and progress of disadvantaged students in science compares favourably to non-disadvantaged students nationally.</p>	The provision of additional support in science is based upon the ability levels and individual needs of disadvantaged students.
EL 303e	After school sessions (En, ma, sc – KS3)	-6,000	Disadvantaged students at risk of falling behind make accelerated progress in order to 'catch up' with their peers.	Weekly after school sessions are provided by teachers in order to accelerate the progress of KS3 disadvantaged students at risk of falling behind.

EL302	Foreign language assistants – MFL support	-15,012	Within school, gaps between the achievement of disadvantaged students and their peers in MFL are narrowed significantly. In Y11, the attainment and progress of disadvantaged students in MFL compares favourably to non-disadvantaged students nationally.	The provision of additional support in MFL is based upon the ability levels and individual needs of disadvantaged students.
EL 300	ICT provision (ECDL)	-6,477	Disadvantaged students gain a recognised qualification which helps them in terms of the next stage of their education and/or employment. Evaluations show that this provision has a positive impact on attitudes to learning for identified students.	Disadvantaged students have priority in accessing ECDL provision as evaluations show the positive impact of this work on outcomes for these students. Provision is allocated on the basis of suitability and individual needs.
EL 346	Off-site provision (Tameside College)	-6,000	This helps to ensure that the small number of students (3) who are unlikely to succeed by following a pathway within school gain success through vocational provision tailored to their needs. Our evaluations of similar provision offered in the past have shown this approach to be effective.	
EL 300	Achievement mentors	-12,630	Highly personalised support will ensure that potential barriers to achievement for all disadvantaged students are identified and tackled, with additional strategies subsequently being implemented if appropriate. This will lead to improved attainment and progress for identified students.	Achievement mentors will work on a one-to-one basis with disadvantaged students in Years 7-10 in order to identify potential barriers to success, provide general academic guidance and refer students to other forms of support as appropriate.
EL 300	Leader of Student Achievement (KS3)	-7621	Monitoring and tracking the achievement of disadvantaged students enables the school to gather evidence on the impact of strategies so that the most effective support is provided for individual students, thus helping them to fulfil their potential.	The Leader of Student Achievement is responsible for tracking and monitoring the achievement of disadvantaged students so that the impact of strategies can be monitored, evaluated and, if necessary, modified, on an ongoing basis. Leader of achievement to meet weekly with RBO

EL 300	Leader of Student Achievement (KS4)	-7,621	Monitoring and tracking the achievement of disadvantaged students enables the school to gather evidence on the impact of strategies so that the most effective support is provided for individual students, thus helping them to fulfil their potential.	The Leader of Student Achievement is responsible for tracking and monitoring the achievement of disadvantaged students so that the impact of strategies can be monitored, evaluated and, if necessary, modified, on an ongoing basis. Leader of achievement to meet weekly with KHA.
EL 302	Parent Support Worker	-22,160	Tailored support for disadvantaged students and their families helps to ensure that any barriers to achievement related to personal circumstances can be dealt with effectively, leading to accelerated progress. High quality pastoral support provided to students when joining the school helps with the earlier identification and elimination of possible barriers to learning.	The Parent Support Worker maintains contact with students' families, including parents who are 'hard to reach'. Transition work is also an important element of this role, supporting students as they join the school.  Qualitative evidence to be gathered on the impact of this support; Parent Support Worker to report to KBR.
EL 302	Inclusion officer	-10,327	High quality support for disadvantaged students with behavioural issues ensures that any such difficulties are minimised/eliminated. As a result, these students are better able to progress in their learning and achieve to the best of their ability.	Evaluations of this support in previous years has shown that this strategy has a clear and positive impact on students' progress.  Qualitative evidence to be gathered on the impact of this support; Inclusion Officer to report to KBR.
EL 346	Relate counselling	-2,925	Specialised counselling provided to students requiring this type of support is effective in building resilience and confidence; in turn, this has a positive impact on students' learning and progress.	Evidence to be gathered on the impact of this support: KBR to co-ordinate.

EL 346	Resources for individuals – including specific strategies to support the achievement of the most able disadvantaged students	-38,073	<p>The provision of resources and funding for a range of educational experiences ensures that disadvantaged students have equal access to all that the school has to offer. This has a positive impact on their achievement.</p> <p>Strategies to support the most able disadvantaged students are effective in raising the aspirations of these students so that they are motivated to fulfil their potential.</p>	<p>This may include funding for items such as trips and visits, ICT equipment, books and so on. Decisions to deploy funding for these purposes will be made by SLT on the basis of referrals and recommendations of other staff, including achievement mentors and pastoral support staff. Specific details of the deployment of this funding, together with evaluation of the impact of the various strategies, will be documented separately and reviewed on an ongoing basis across the academic year.</p> <p>A range of strategies to support the most able disadvantaged students will be co-ordinated by the member of staff with allocated responsibility (VS). Recommendations and suggestions should initially be directed to this member of staff.</p>
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