



# **Audenshaw School Pupil Premium Report 2018-2019**

## **1. What is Pupil Premium?**

Pupil Premium funding is a grant in addition to the school's delegated budget. It is based on the number of students who have either;

- Been eligible for free school meals (FSM) at any time in the last 6 years (Ever 6). (2018-19: 164 students)
- Been in care for more than six months, or adopted. (2018-19: 6 students)
- Have parents/carers in the armed services at any time in the last 3 years (Ever 3). (2018-19: 1 student)

This means that 27% of students in Years 7 – 11 were included in the Pupil Premium allocation.

The Government makes this additional grant to schools to enable them to support the progress and achievement of disadvantaged students. It is up to schools to decide how the funding is spent, and they are held accountable for this through the analysis of in year progress data and performance of external examinations.

## **2. How much funding did Audenshaw receive?**

The school received the following funding in the period from 1st Sept 2018 – 31st Aug 2019:

- General grant from Education Funding Agency (EFA) based on January school census pupil numbers for Ever 6 Free School Meal children, Service children and Ever 3 Service children.
- Looked-After Children (LAC) grant based on students recorded on March data return for children aged up to 15 at 31st August – grant distributed to the school by the relevant Local Authority, this grant is spent in accordance with each individual's needs.
- Total Grant: £229,249 (plus £12,990 LAC Pupil Premium).

## **3. How did Pupil Premium (PP) Students perform in examinations in 2018/19?**

- PP students in year 11 examinations performed much better than other students nationally with a P8 provisionally of +0.35. Their progress was also comparable to non PP students in the school.
- Progress in English, Maths and Science was strong and overall they achieved exceptional examination results, which has facilitated them going on to highly aspirational destinations.

## **4. How did we use its additional funding to support/improve the progress and achievement of disadvantaged students in 2018-2019?**

No single intervention provides a complete solution to the complex educational issues in any school and therefore, we believe that a multi-faceted approach offers the best opportunity for every student to improve.

Our aim is to enable each student from Disadvantaged backgrounds to achieve as well as all students, by benefitting from:

- A broad and rich curriculum that develops personal and social skills, confidence in learning.
- A school that effectively promotes motivation, high aspiration and accelerated learning for all.
- Regular whole school data entry points that allow progress to be tracked over time.
- Integration and supported involvement in activities with their peers.
- Support to diminish the differences in achievement and address barriers to learning and progress.
- Access to funding for those suffering hardship to meet costs for access to enrichment opportunities.

#### **4.1 Curriculum enhancement and individualised programmes**

These included:

- Personalised timetables including College courses, bespoke structured work experience and English and Maths tutoring.

#### **4.2 Curriculum support**

This included:

- Targeted support (where teachers identify the gaps in students' knowledge and understanding, and provide extra support in these areas), including 1:1 support for literacy, English, Maths and Science with teachers, to get students on track.
- Learning Mentor support for students in both Key Stage 3 and 4. Mentors run programmes targeted on organisation, homework completion, and coursework support.
- Targeted support by subject teachers in addition to lessons.
- Revision support for students, including revision guides/materials/ packs.

#### **4.3 Attendance Support**

Young people need to be in school if they are to make maximum progress. The government's minimum attendance expectation is 90%.

In 2018 - 2019 we set a target of 96.5% and we increased resources to monitor, intervene and support attendance.

#### **4.4 Access to extra-curricular provision**

We used the additional funding to support our disadvantaged students to take part in:

- Peripatetic music tuition.
- All curriculum-related school trips – e.g. Industrial visits, Science events, field trips etc.

#### **4.5 Skills to succeed**

We are developing programmes across all Key Stages to build young people's confidence, the belief that they can control what happens to them, their levels of commitment, and their response to

challenge. We know that these skills are vital for all, and particularly so for disadvantaged young people.

- Extensive Aspirations programme
- Refined programme of Personal Development in form time
- Extra-Curricular activities
- Mentoring of students in need of support

## **Expenditure**

The disadvantaged strategy group meet regularly to evidence and evaluate the impact in greater detail each term. A brief summary explaining the deployment of funding in each area is outlined below.

<b>Description</b>	<b>£</b>	<b>Explanation</b>	<b>Impact</b>
Pupil Premium 2018-19	229,249		
Targeted additional support: Mathematics	-52,808	Additional staffing deployed so that within school, gaps between the achievement of disadvantaged students and their peers in mathematics were narrowed or closed. Specific groups were then created to focus on Disadvantaged students and accelerating their progress	In year 7 both lowest sets had PP residuals positive versus non-PP within small classes with a specialist SEN maths teacher allocated. In year 8 set 8M2 allocated 50% PP students with an experienced teacher which resulted in progress for both PP and Non PP identical. In year 9 set 9M2 allocated 40% PP students which resulted in progress for PP outperforming non PP. In year 10 set 10W2 allocated 30% PP students (only 41 in year 10) with an experienced teacher which resulted in progress for PP outperforming non PP. In year 11 set 11A2 allocated 32% PP students which resulted in progress for PP outperforming non PP. PP students in Maths performed much better than other students nationally in year 11 examinations.
Learning Support Assistant (LSA)	-21,366	Additional LSA deployed to raise standards and help to increase the levels of engagement and achievement of students who were struggling across the curriculum.	Further tailored support for individuals contributed to accelerated progress across all subjects for identified students.
Targeted additional support: Science	-46,457	Within school, gaps between the achievement of disadvantaged students and their peers in science were narrowed significantly. Specific groups were then created to focus on Disadvantaged students and accelerating their progress. The provision of additional support in Science was based upon the ability levels and individual needs of Disadvantaged students.	In year 7 set 7W5 allocated 75% PP students and with small class size. PP progress outperformed non PP. In year 8 set 8A2 allocated 37% PP students with an experienced teacher which resulted in progress for PP outperforming Non PP. In year 9 set 9A2 allocated 33% PP students resulting in progress for PP outperforming non PP.

Description	£	Explanation	Impact
			<p>In year 10 set 10A3 (combined set 2) allocated 26% PP students (only 41 in year 10) with an experienced teacher which resulted in progress for PP outperforming non PP.</p> <p>In year 11 targeted support in the form of after school, holiday and Saturday classes resulted in excellent progress for both PP and Non PP in combined science.</p> <p>PP students in Science performed better than other students nationally in year 11 examinations and as well as non PP students in the school.</p>
<p>After school sessions  (English, Maths &amp; Science in years 7-9)</p>	-2,823	Weekly after school sessions were provided by teachers in order to accelerate the progress of disadvantaged students in years 7-9	<p>Functional skills and core skills taught had a positive impact on the students' capability as evidenced by the progress between assessment points.</p> <p>Disadvantaged students at risk of falling behind made accelerated progress in order to 'catch up' with their peers.</p> <p>Specifically, Year 8 and 9 students were prioritised with English 23 students, Maths 39 and Science 18. 73% overall made stronger progress than previously evidenced at assessment points.</p>
Inclusion Officer	-22,900	High quality support for disadvantaged students with behavioural issues ensures that any such difficulties were minimised/eliminated. As a result, these students were better able to progress in their learning and achieve to the best of their ability.	<p>Evaluations of this support in previous years showed that this strategy had clear and positive impact on students' progress. Supported 179 PP students serving 230 days including 14 on a step out. This enabled a return to formal schooling expediently.</p>
Achievement Mentors	-10,732	Achievement mentors worked on a one-to-one basis with disadvantaged students in Years 7-11 in order to identify potential barriers to success, provide general academic guidance and refer students to other forms of support as appropriate.	<p>66 Students were supported in years 7, 8, 9 and 11 with measurable improvements. Attendance was high and student feedback was very positive. Aspirations were consolidated or raised for many students, evidenced in the feedback. Year 11 saw their P8 increased or consolidated for 70% of PP students between AP1 and AP5. PP students in year 11 examinations performed much better than other students nationally with a P8 provisionally of +0.35.</p>
Literacy and Numeracy co-ordinator.	-15,691	A programme of literacy and numeracy support for students identified through the catch up premium and KS3 students in the bottom 15% nationally was in place to meet the development needs of identified students.	<p>Students used the Lexia and SSER numeracy programme in KS3 showed improvements in their reading &amp; numeracy scores along with improvements in their spelling (see Catch up report for more details).</p>

Description	£	Explanation	Impact
Resources for individuals – including specific strategies to support the achievement of the most able disadvantaged students	-8,720	The provision of resources and funding for a range of educational experiences ensured that disadvantaged students had equal access to all that the school had to offer. This must remove barriers and ensure a positive impact on their achievement.	<p>This included funding for items such as Music lessons, trips and visits, ICT equipment, uniforms, etc. Decisions to deploy funding for these purposes were made on the basis of referrals and recommendations of other staff, including achievement mentors and pastoral support staff.</p> <p>Specific details of the deployment of this funding, together with evaluation of the impact of the various strategies, is documented separately and reviewed on an ongoing basis across the academic year.</p> <p>Feedback from students was very positive</p>
Pastoral Support Worker	-27,306	Tailored support for disadvantaged students and their families' helped to ensure that any barriers to achievement related to personal circumstances could be dealt with effectively, leading to accelerated progress. High quality pastoral support provided to students when joining the school helped with the earlier identification and elimination of possible barriers to learning.	The Pastoral Support Worker maintained contact with students' families, including parents who were 'hard to reach'. Transition work was also an important element of this role, supporting students as they join the school.
Relate counselling	-4,740	Specialised counselling provided to students requiring this type of support was effective in building resilience and confidence.	Sessions are confidential so impact is not evaluated. However, qualitative feedback indicates students respond well to the support and value it.
Leader of Student Achievement (KS3 & KS4)	-15,706	<p>KS3 - Monitoring and tracking the achievement of disadvantaged students enabled the school to gather evidence on the impact of strategies so that the most effective support was provided for individual students, thus helping them to fulfil their potential.</p> <p>KS4 - Monitoring and tracking the achievement of disadvantaged students enabled the school to gather evidence on the impact of strategies so that the most effective support was provided for individual students, thus helping them to fulfil their potential.</p>	<p>PP students performed well in KS3 across English, Mathematics and Science. This has been achieved through strategies implemented by these staff.</p> <p>In Year 7, no PP students who are significantly below track in the three core subjects. 24% of PP students are making better than expected progress.</p> <p>The data for students in Year 8 shows that the progress of PP students is good, particularly in English and Mathematics. The gap has narrowed in Science with over 90% of PP students progressing as expected.</p> <p>In Year 9, the percentage of PP students working on track or better is above 91% in the core subjects. In Science, there has been a significant narrowing of the gap during the year.</p> <p>In particular, the progress evening process in years 7-10 targeted all disadvantaged students who were at risk of underachievement. Attendance was strong (81%), next steps were</p>

Description	£	Explanation	Impact
			<p>personalised and specific, and the subsequent support programme for the core subjects showed sustained impact. Missing parents attended an alternative appointment with senior staff.</p> <p>PP students were supported strongly and engaged well in KS4. They attended appropriate sessions and PP student in year 11 examinations performed much better than other students nationally with a P8 provisionally of +0.35. Their progress was also comparable to non PP students in the school. Progress in English, Maths and Science was strong and overall they achieved exceptional examination results, which has facilitated them going on to highly aspirational destinations.</p>