



Audenshaw School Pupil Premium Report 2016-2017

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). (2016-17: 194 students)
- Been in care for more than six months, or adopted. (2016-17: 9 students)
- Have parents/carers in the armed services at any time in the last 3 years (Ever 3). (2016-17: 0 students)

This means that 21% of students in Years 7 – 11 were included in the Pupil Premium allocation. 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 September 2016 – 31st August 2017:

- 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: £290,686 (General: £270,000; LACs: £20,686).

3. How did we use its additional funding to support/improve the progress and achievement of disadvantaged students in 2016-2017?

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.

3.1 Curriculum enhancement and individualised programmes

These included:

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

3.2 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.

3.3 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 2016 - 2017 we set a target of 96.5% and we increased resources to monitor, intervene and support attendance.

3.4 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 – eg. Workshops at John Ryland's library, field trips etc.

3.5 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.

- Prison me no way in year 9
- 1:1 Mentoring in year 7, 9 and 10
- Mentoring of Year 11 underachieving students by a member of staff.

Expenditure

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

Description	2016 - 2017	Explanation	Impact
Targeted additional Maths support	£ 49,208	Smaller additional sets have been created in years 7, 8 and 9 from the additional deployment of a Maths teacher, focusing on underachieving disadvantaged students.	The progress of the underachieving disadvantaged students in the smaller sets in Maths have shown that on average the disadvantaged students have made even faster progress than the non-disadvantaged.
Numeracy intervention coordinator	£ 20,608	Further tailored support for individuals contributes to accelerated progress in mathematics for identified students.	Ten students supported and given individual and small group support in Maths developing skills in topics that were identified as in need of improvement. Students showed an increased confidence and greater resilience in the mastery of these skills.

Description	2016 - 2017	Explanation	Impact
Targeted additional English support	£ 39,293	Contribution to the costs associated with the creation of smaller additional sets in years 7, 8 and 9 from the additional deployment of an English teacher, focusing on underachieving disadvantaged students.	Throughout the year, the progress of the underachieving disadvantaged students in the smaller sets has been equal to or more rapid than the progress of non-disadvantaged students.
LSA support in English	£ 15,341	Further tailored support for individuals contributes to accelerated progress in English for identified students in years 10 and 11.	Five students were supported in English via small group work in addition to homework support on Tuesday evenings. Student voice has clearly demonstrated an increased confidence in the students reading and writing. This impact has extended across other written based subjects.
LSA support in Science	£ 15,037	Science specialist LSA targeted to work with year 7, 10 and 11 students in smaller withdrawal groups.	Nine students were supported through small group support in preparation for their GCSE exams in addition to intensive withdrawal for year 7 students following the third assessment point, to target specifically identified weaknesses.
Afterschool support lessons	£ 1,183	Use of teachers' time to deliver bespoke support sessions for underachieving disadvantaged students' afterschool in Maths, English and Science.	The attendance to these sessions increased from 14 to 51 by the end of the year and the topic level analysis showed positive impact in the topics covered. Students also spoke positively about the support they were offered in a student voice.
Foreign language assistants (FLA's)	£ 14,425	Two FLA's deployed to primarily work with year 11 students in order to better prepare them for the speaking elements of the controlled assessment.	The speaking grades of the year 11 students who have worked with the FLA's has significantly improved and their progress was faster than the non-disadvantaged students.
ICT provision (ECDL qualification)	£ 7,194	Disadvantaged students have priority in accessing ECDL provisions as evaluations show the positive impact of this work on outcomes for these students.	36/40 disadvantaged students completed the ECDL qualification with the vast majority gaining a merit or better. This has had a positive impact on the engagement and sense of achievement for these students.
Off-site provision	£ 5,162	This will help to ensure that a small number of students who are unlikely to succeed at school gain success through a vocational provision tailored to their needs.	Our off site students have accessed qualifications that more closely match their aspirations and would otherwise not have been possible in school.

Description	2016 - 2017	Explanation	Impact
Achievement mentors	£ 9,156	Achievement mentors work on a one-to-one basis with disadvantaged students in Years 7, 9 & 10 in order to identify potential barriers to success, provide general academic guidance and refer students to other forms of support as appropriate.	Students supported via the mentor programme progressed more rapidly throughout the year. The overall achievement of the mentored students exceeded that of other students in each of the year groups.
Leaders of student achievement (KS3 & 4)	£ 19,486	Two Leaders of Student Achievement who are 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.	Curriculum in year 11 has been tailored to accelerate the achievement of key students. Super curricular programme co-ordinated to impact on opportunities for personalised support. The Alert evening process in years 7-10 has been driven to target all disadvantaged students who were at risk of underachievement. Attendance was strong, next steps were personalised and specific, and the subsequent after school support programme for the core subjects showed sustained impact.
Parent Support Worker	£ 22,264	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.	All feeder schools were contacted and 17 were visited last summer to support the school transition period, we have received feedback on how supportive these sessions have been. Parental drop in sessions and Surviving Teenagers Courses have been held in the Learning Resource Centre. Positive feedback has been consistently received from parents and the sessions better enabled them to support their son to engage and achieve.
Inclusion officer 50%	£ 10,671	Evaluations of this support in previous years has shown that this strategy has a clear and positive impact on students' progress.	The use of the inclusion officer has supported the whole school behaviour policy and reduced the instances of fixed term exclusions of our disadvantaged students.
Relate counselling	£ 3,978	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.	Counselling is confidential and the impact is not discussed with staff or students. We believe it is a vital service that undoubtedly supports some of our more vulnerable students.

Description	2016 - 2017	Explanation	Impact
Resources for individuals	£ 19,696	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.	Barriers to learning overcome through the appropriate deployment of resources. Resources also deployed on funding student enrichment activity/visit. These experiences were very positively received by the students and have improved engagement and aspiration. Examples include enrichment trips, uniform, music lessons, etc
Total	£ 252,702		