

# **Pupil Premium Strategy Statement 2019-2020**

## **Pupil Premium**

### **What is the Pupil Premium?**

The Pupil Premium is additional funding to help schools close the attainment gap between children from low-income and other disadvantaged families and their peers. If a child has been eligible for free school meals (FSM) at any point over the past 6 years or has been continuously looked after for at least 6 months (LAC) the school receives an amount per head within their budget. For the academic year of 2019-20, this remains at £1320 per pupil. For children who have been adopted from care or who are or have been in care, there is a provision of £2300. A provision is also made for children who have a parent in the armed services. Aston Clinton School is committed to ensuring maximum progress for all groups of children and strives to close any gaps. The School actively promotes equality of opportunity for all staff, governors, pupils and parents, creating a harmonious learning community where all can succeed. We have a clear, strategic approach to the use of specific Pupil Premium funding and plans are integrated into wider school support and improvement systems. These are monitored and evaluated regularly and in-depth data analysis ensures that the correct support and strategies are identified to maximize progress.

Strong leadership systems ensure that Pupil Premium funding has the necessary impact. This includes a Pupil Premium Lead who is also a member of the SLT (Senior Leadership Team), identified Governor having responsibility for Pupil Premium and the SENCo who coordinate the strategic plans (the Intent) and ensure strong implementation and impact.

All matters relating to the Pupil Premium are reported back to the Governors via the Curriculum sub-committee, ensuring that the school is held to account for the impact of spending. The multi-faceted approach for the support of PPG pupils enables the school to develop a strong, comprehensive and sustainable support package which leads to improvements in outcomes for this identified group.

### **Statement from the Governing Body**

Governors have agreed that whilst the Pupil Premium Grant must prioritise the achievement and well-being of disadvantaged pupils, the benefits of resources and services should, wherever possible, extend to include other pupils, many of whom are also vulnerable.

The provision and impact through Pupil premium is monitored through all levels of leadership and management:

- Governor meetings
- Senior leadership meetings
- Staff meetings
- Pupil progress meetings
- Performance Management meetings
- Continual Professional Development

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Governors, Leaders, Teachers and Support staff are collectively accountable for improving the educational opportunities for pupils entitled to the Pupil Premium. The impact of provision and strategies to accelerate pupil outcomes can be seen in the table under the section Impact on Attainment and Progress.

If you have any further questions about pupil premium, or you believe that your child may be eligible for free school meals (which triggers Pupil Premium funding), please contact Mrs Garraway for a confidential discussion. Please ask at the school office or click on the link below to download the forms you need to complete for this.

### Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils.
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups.
- In making provision for socially disadvantaged pupils we recognise that not all pupils that receive free school meals may be socially disadvantaged.
- We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals.

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Summary Information					
<b>School</b>	<b>Aston Clinton School</b>				
<b>Academic Year</b>	2019 - 2020	<b>Total PP Budget</b>	£61,380	<b>Date of most recent internal PP review</b>	January 2019
<b>Total Number of pupils</b>	399	<b>Number of pupils eligible for PP</b>	48 pupils 12%	<b>Date of next internal review of this strategy</b>	June 2019
<b>Pupil Premium Lead</b>	Melissa Garraway	<b>Pupil Premium Governor</b>	Vidhya Jayarajah	<b>Published date</b> <b>Review date</b>	September 2019 July 2020

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<b>Current Attainment</b>		
	<b>Pupils eligible for PP School</b>	<b>Pupils not eligible for PP</b>
% achieving in RWM combined 2019	33% July 2019 ( <i>School All pupils</i> )	65% July 2019 ( <i>National Average All Pupils</i> )
% making expected or better progress in Reading	67% July 2019 (ASP)	73% July 2019 (ASP)
% making expected or better progress in Writing	77% July 2019 (ASP)	78% July 2019 (ASP)
% making expected or better progress in Maths	55% July 2019 (ASP)	79% July 2019 (ASP)

<b>Barriers to future attainment (for pupils eligible for PP)</b>	
<b>In-School barriers</b>	
A	All pupil premium children make at least expected progress in reading, writing and maths.
B	Pupils eligible for PP often suffer from low self-esteem; they lack motivation and aspiration and this affects their attitude to learning
<b>External barriers</b>	
C	Attendance and lateness of disadvantaged pupils – Attendance 97.1% (non-PP 97.7%)
D	Support with home learning – particular focus on boys’ reading and writing – vocabulary, speaking and listening, access to books, completion of homework
E	Access to extra-curricular activities e.g. music lessons/clubs
F	Parental Engagement
G	Curriculum Knowledge and cultural capital – aspiration, uniform, trips
H	Learning attitudes of pupils

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<b>Outcomes (<i>Desired Outcomes and how they will be measured</i>)</b>		<b>Success criteria</b>
A	<ul style="list-style-type: none"> <li>• Pupils to make the progress increases of which they are capable.</li> <li>• Increased progress for pupils with SEND, closing of the achievement gap.</li> </ul>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils make at least expected progress in reading, writing and maths.</li> <li>• SEND/PP children will make accelerated progress</li> </ul>
B	<ul style="list-style-type: none"> <li>• To improve the attendance and punctuality of disadvantaged students</li> </ul>	<ul style="list-style-type: none"> <li>• To be at least equal to attendance of all non-pp pupils in school.</li> <li>• To be no more than equal to the lateness of non-pp pupils in school.</li> </ul>
C	<ul style="list-style-type: none"> <li>• To improve outcomes for boys in reading and writing</li> <li>• To ensure strategies for challenging the most able pupils in mathematics and writing are embedded in all classes across the school</li> <li>• To ensure that all homework is completed and handed in on time</li> </ul>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils to make at least expected progress.</li> <li>• Disadvantaged children’s vocabulary improves.</li> <li>• Homework is completed to support in class learning</li> </ul>
D	<ul style="list-style-type: none"> <li>• Social emotional and mental needs of PP pupils are met resulting in a more positive attitude to learning</li> </ul>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils attend at least one extra-curricular club/activity e.g. music lessons, sports clubs</li> <li>• Staff to monitor pupil wellbeing and report to the pastoral tem concerning issues arising PP.</li> <li>• Children are supported through nurture activities</li> </ul>
E	To improve parental engagement.	<ul style="list-style-type: none"> <li>• LLM has made contact with all PP parents to provide opportunities for parental engagement surrounding their child’s progress</li> </ul>
F	<ul style="list-style-type: none"> <li>• To provide a curriculum that is ambitious and designed to give all learners, particularly the disadvantaged and those with SEN, the knowledge and cultural capital they need to succeed in life</li> </ul>	<ul style="list-style-type: none"> <li>• Children experience a whole curriculum – keep up not catch up focus in class, short group intervention only when necessary at carefully planned times.</li> <li>• Disadvantaged children able to communicate their ambitions and what they need to do to achieve these.</li> <li>• Disadvantaged children’s vocabulary improves.</li> <li>• All disadvantaged pupils to make at least expected progress.</li> </ul>

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Planned Expenditure					
Academic Year		2019-20			
The three headings below enable the school to demonstrate how they are using the Pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
Quality of Teaching for All					
Desired outcome	Chosen Action/support	What is the evidence and rationale for this choice	How will this be implemented	Staff Lead	Cost/ Timeframe
<b>A. Pupils to make the progress increases of which they are capable.</b>	Feedback – disadvantaged children to have quality marking at least once a week and regular verbal feedback. <ul style="list-style-type: none"> <li>• Increased opportunities for collaborative learning</li> <li>• Focus group work in lessons – quality first teaching. Use ‘pitstops’ to target children to ‘keep up’ not ‘catch up’.</li> <li>• Homework Club to ensure that children complete their homework</li> </ul>	<ul style="list-style-type: none"> <li>• The Education Endowment Foundation found that feedback and collaborative learning were two of the most effective strategies for rapid progress in their Teaching and Learning toolkit.</li> <li>• John Hattie and Shirley Clarke – Visible learning have just reviewed all current research</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure to communicate expectation to all staff.</li> <li>• Monitor planning, books, teaching and termly data.</li> <li>• Staff training on Visible learning to be undertaken and a review of the school’s marking and feedback policy with all stakeholders.</li> <li>• Focus on feedback to disadvantaged children and collaborative learning during lesson observations.</li> <li>• ‘Pen Portraits’ to be updated termly for each pupil to track provision and progress.</li> <li>• ½ termly progress meetings to be held with the SENCo and LLM (Lead Learning Mentor)</li> <li>• Termly progress meetings to be held with the Head</li> </ul>	Deputy head/ SLT  LLM and SENCo ½ termly	£8,500  Spring 1 interim review  Final review Summer 2
<b>B To improve outcomes for boys in reading and writing</b>	<ul style="list-style-type: none"> <li>• Feedback – disadvantaged children to have quality marking at least twice a week and regular verbal feedback – supported by the learning mentor team</li> </ul>	<ul style="list-style-type: none"> <li>• The Education Endowment Foundation found that feedback and collaborative learning were two of the most effective strategies for rapid progress in their Teaching and Learning toolkit.</li> <li>• EEF state that improving pupils’ language capability supports their reading and writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensure to communicate expectation to all staff.</li> <li>• Monitor planning, books, teaching and termly data.</li> <li>• Focus on feedback to disadvantaged children and collaborative learning during lesson observations.</li> <li>• Pen Portraits to be updated termly for each pupil to track provision and progress.</li> </ul>	LLM  SLT during monitoring activities	£8,500  Spring 1 interim review  Final review Summer 2

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<p><b>To ensure strategies for challenging the most able pupils in mathematics and writing are embedded in all classes across the school</b></p>	<ul style="list-style-type: none"> <li>• Increased opportunities for collaborative learning</li> <li>• Focus group work in lessons – quality first teaching</li> <li>• Use of greater depth activities in all subjects.</li> <li>• Use of vocabulary books in daily teaching.</li> <li>• Regular opportunities for reading and writing across the curriculum.</li> <li>• LLM to set up reading cafés with an emphasis of engaging boys</li> </ul>				
<p><b>C. To provide a curriculum that is ambitious and designed to give all learners, particularly the disadvantaged and those with SEN, the</b></p>	<p>Create and introduce a progression of knowledge and skills for each subject</p> <ul style="list-style-type: none"> <li>• Identify key skills and knowledge that we want children to remember in each topic</li> <li>• Provide a clear end point for topics where pupils can embed and apply the knowledge and skills they have learned (enterprise/challenge day)</li> <li>• Curriculum plan/ progression of knowledge and skills identifies what we</li> </ul>	<p>Ofsted Inspection Framework 2019.</p> <ul style="list-style-type: none"> <li>• Monitor progress in terms of knowing more (data), remembering more (pupil interview/assessments) and being able to do more (evidence of work)</li> <li>• Ensure all children access a full curriculum</li> <li>• Use enterprise opportunities and challenge days to apply life skills</li> </ul> <p>Invite speakers in from a range of careers to share their experience and skills.</p>	<ul style="list-style-type: none"> <li>• Ensure to communicate expectation to all staff.</li> <li>• Monitor planning, books, teaching (formative assessment)</li> <li>• Monitor termly data (summative assessment)</li> <li>• Staff training on November 25th for all</li> </ul> <p>Engage pupil voice via school council to discuss curriculum provision</p>	<p>Deputy head</p> <p>SLT during monitoring activities</p>	<p>£8,500</p> <p>Spring 1 interim review</p> <p>Final review Summer 2</p>

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<b>knowledge and cultural capital they need to succeed in life</b>	want pupils to remember from each topic <ul style="list-style-type: none"> <li>• Create and introduce vocabulary progression for each subject by year group.</li> </ul>				
<b>Total Budgeted Cost</b>					<b>£25,500</b>
<b>Targeted Support</b>					
Desired outcome	Chosen Action/support	What is the evidence and rationale for this choice	How will this be implemented	Staff Lead	Cost/ Timeframe
<b>A. All pupil premium children make the progress increases of which they are capable in reading.</b>	Additional reading for disadvantaged children – 2x weekly <ul style="list-style-type: none"> <li>• Develop and secure phonics using daily intervention – Reading Eggs</li> <li>• LLM to lead booster groups where required.</li> <li>• LM coaches for most vulnerable children.</li> <li>• Male role models.</li> </ul> LM to monitor pupils reading record books and make suggestions to challenge and support pupils. They will also monitor the cultural capital of the reading material	<ul style="list-style-type: none"> <li>• Regular reading will enable children to practise more frequently, with trained staff to ask appropriate questions to challenge their thinking. This will be especially beneficial to children who have less support at home.</li> </ul> The Education Endowment Foundation research emphasised that allocating the best teachers to disadvantaged children can have a huge impact	<ul style="list-style-type: none"> <li>• Experienced TAs listening to children read and asking appropriate questions</li> <li>• Staff leading to communicate with class teachers with regards to gaps in understanding/targets.</li> <li>• Termly assessments to monitor progress and attainment.</li> </ul> Pen Portraits to be updated termly for each pupil to track provision and progress.  Subscription to First News	LLM & LM team	£17,000  Spring 1 interim review  Final review Summer 2

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<p><b>B All pupil premium children make the progress increases of which they are capable in writing.</b></p>	<p>Writing booster groups led by LLM/ LM</p> <ul style="list-style-type: none"> <li>Building and using vocabulary logs used in daily lessons.</li> <li>LM coaches for most vulnerable children.</li> <li>Male role models.</li> </ul>	<ul style="list-style-type: none"> <li>EEF research emphasised that allocating the best teachers to disadvantaged children can have a huge impact.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor books.</li> <li>Experienced deputy head leading writing booster groups</li> <li>Staff leading to communicate with class teachers with regards to gaps in understanding/targets.</li> <li>Termly assessments to monitor progress and attainment.</li> </ul> <p>Pen Portraits to be updated termly for each pupil to track provision and progress.</p>	<p>LLM &amp; team</p>	<p>£17,000</p> <p>Spring 1 interim review</p> <p>Final review Summer 2</p>
<p><b>C. All pupil premium children make the progress increases of which they are capable in maths.</b></p>	<p>Sumdog used as daily intervention for struggling pupils.</p> <ul style="list-style-type: none"> <li>Maths booster groups led by LLM /LM for children who need a boost rather than intensive intervention.</li> </ul>	<ul style="list-style-type: none"> <li>Sumdog Effectiveness Study (Glasgow) Report states that students who spent 20 to 24 hours on Sumdog over the course of the study (on average 1 hour per week) experienced a proficiency improvement of 0.46 on average which is 46% of a level of the Curriculum for Excellence. This corresponds to a year and a half of school work.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor books.</li> <li>Termly assessments to monitor progress and attainment.</li> </ul> <p>Pen Portraits to be updated termly for each pupil to track provision and progress.</p>	<p>LLM &amp; Team</p>	<p>£17,000</p> <p>Spring 1 interim review</p> <p>Final review Summer 2</p>
<p><b>Total Budgeted Cost</b></p>					<p><b>£51,000</b></p>

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Other Approaches					
Desired outcome	Chosen Action/support	What is the evidence and rationale for this choice	How will this be implemented	Staff Lead	Cost/ Timeframe
<b>A. Increased attendance rates and reduced lateness for disadvantaged pupils.</b>	Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning. <ul style="list-style-type: none"> <li>• Monthly monitoring of lateness and half termly</li> <li>• Challenge before it becomes persistent.</li> </ul> LLM to set up breakfast club before school to ensure that children are mentally ready to learn	<ul style="list-style-type: none"> <li>• We can't improve attainment for children if they aren't actually attending school. (NFER briefing for school leaders)</li> </ul>	<ul style="list-style-type: none"> <li>• Deputy Head, head, office, class teachers etc. will collaborate to ensure school processes work effectively.</li> </ul>	LLM and attendance officer	£2,800  Spring 1 interim review  Final review Summer 2
<b>B. Improve the Social emotional and mental needs of PP pupils are met resulting in a more positive attitude to learning</b>	Discuss opportunities for clubs. <ul style="list-style-type: none"> <li>• Monitor all disadvantaged pupils taking part in at least one club.</li> </ul> Provision to be made for PP children to utilise PAT dog	<ul style="list-style-type: none"> <li>• Children may miss out on extra-curricular activities if funding is a barrier.</li> <li>• Extra-curricular activities such as clubs, music lessons and sport enable children to reach their potential in areas of interest and can enhance learning in other areas of the curriculum.</li> <li>• The Sutton Trust/EEF Toolkit found evidence for artistic and creative opportunities being beneficial.</li> </ul>	<ul style="list-style-type: none"> <li>• Monitor the school's internal appointment to roles of responsibility</li> </ul> Ensure that LLM monitors the social and emotional well-being of PP children. Where there is a need this will be met by the school's emotional support worker	LLM	£3,500  Spring 1 interim review  Final review Summer 2

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<b>C. To improve parental engagement</b>	Termly contact with parents of disadvantaged pupils to discuss progress, provision and barriers to learning.	Parental engagement is a key factor in understanding the needs and wants of our PP children at Aston Clinton	<ul style="list-style-type: none"> <li>• LLM to ring all parents personally to make appointments termly.</li> <li>• Ensure communication with office is effective in order to ensure process is smooth for parents. Questionnaire to review procedure at end of academic year.</li> </ul>	LLM	£2,800  Spring 1 interim review  Final review Summer 2
<b>D. Children and adults to be supported in their wellbeing in order to foster a healthy learning community</b>	Whole school wellbeing education – assemblies, education in class, clubs, workshops, newsletters and resources home.  Buy a range of books for the library which promote wellbeing.	100% of pupil premium children surveyed strongly agreed/agreed that the school encourages them to look after their emotional and physical health. Children across the school observed to be more confident talking about their thoughts, feelings and actions in assemblies and daily school life.	Termly discussions with sample groups of children regarding well-being  SLT take an active role in promoting well-being across the school for both staff and pupils  Ali Astle (ELSA) to be consulted with regarding whole staff training and input into INSET days  To gauge effectiveness of a range of books to promote well-being Book Tokens, Green Park, Music & Trips	LLM & LM Team	£2,800  Spring 1 interim review  Final review Summer 2

**Total Budgeted Cost**    **£11,900**

**Total Budgeted Expenditure**    **£88,400**

### COVID-19 Update

Due to the changes to educational provision caused by the COVID-19 pandemic the detail in this Pupil Premium strategy has been subject to review since April 2020. Our use of the funding has been adapted to meet students' needs as they have arisen, whilst maintaining where possible the principles outlined in this document, and in others related to the PPG.

During the pandemic the following key steps have been taken to ensure that 'disadvantaged' pupils' barriers to learning will continue to be overcome wherever possible:

- Step 1 – Provision of a Learning Platform – DB Primary
- Step 2 – Provision of laptops to families who did not have access to one

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- Step 3 – Provision of printed work for those who did not have the resources at home
- Step 4 – High levels of communication from class teachers and SLT
- Step 5 – Priority children were identified and provided with a place in our 'Bubbles' throughout Lockdown.

Future versions of the strategy will reflect the changes that are currently being made.

School leaders with responsibility for administering the PPG have drawn on these helpful publications from the Children's Commissioner and the Education Endowment Foundation:

<https://www.childrenscommissioner.gov.uk/wp-content/uploads/2020/04/cco-tackling-the-disadvantage-gap-during-the-covid-19-crisis.pdf>

<https://educationendowmentfoundation.org.uk/covid-19-resources/best-evidence-on-impact-of-school-closures-on-the-attainment-gap/>

They will continue to follow guidance and advice from relevant bodies as it emerges, in consultation with other stakeholders.