



Audenshaw School Pupil Premium Report 2019-2020

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). (2019/2020 – 249 students)
- Been in care for more than six months, or adopted. (2019/2020: 6 students)
- Have parents/carers in the armed services at any time in the last 3 years (Ever 3). (2019/2020: 1 student)

This means that 25% of students in Years 7 – 11 were included in the Pupil Premium allocation. These students are considered as the Pupil Premium (PP) students in the report.

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 2019 – 31st Aug 2020:

- General grant from Education Funding Agency (EFA) based on January school census student 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: £218,038 (plus £4,385 LAC Pupil Premium).

3. How did Pupil Premium (PP) Students perform in the Centre Assessed Grades in 2019/20?

- PP students in year 11 performed much better in their Centre Assessed Grades than other students nationally with a P8 provisionally of +0.16 (2019 PP boys nationally -0.70)
- P8 performance of PP students in English was +0.01, nationally in 2019 it was -0.44.
- P8 performance of PP students in maths was +0.20, nationally in 2019 it was -0.39.

4. How did we use its additional funding to support/improve the progress and achievement of disadvantaged students in 2019-2020?

Students at Audenshaw are faced with many challenges because of the local context: high levels of deprivation; low social-mobility and a lack of opportunity in the local job market. No single intervention provides a complete solution to the complex educational issues that these cause 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 other 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.
- Financial support to pay for uniform and other necessary equipment in emergency cases only.

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 and Maths 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, resilience and homework completion.
- 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%. The school's attendance figures are consistently above average at 95.4% March 2020, (National average 94.5%, Tameside average 94.7%). The attendance of disadvantaged students is above national average at 93.2% (national 91.8%). The school persistent absence (PA) percentage is below the national average at 8.8% (national 10.2%). The attendance of looked-after children is very strong at 98.8% and SEN and/or disabilities at 90.8%. The school's system for tracking students' attendance, including a weekly focus on particular groups, are extremely rigorous.

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

Description	£	Explanation	Impact
Pupil Premium 2019-20	218,038		
Targeted additional support: English	-56,104	<p>Additional staffing deployed so that within school, gaps between the achievement of PP students and their peers in English were narrowed or closed.</p> <p>Specific groups were then created to focus on PP students and accelerating their progress.</p>	<p>In year 7, both lowest sets (7A4 and 7W5) had an experienced teacher who had training in phonics and followed an adapted curriculum and had smaller class sizes to ensure the gap was narrowed. At the end of the year, all PP pupils in both these sets were on or above their target grade.</p> <p>8W4 (allocated 39% PP pupils) was staffed with an experienced teacher. Since the start of the year, PP pupils have made better progress than non-PP so gaps have been narrowed.</p> <p>The 9A3 set (allocated 57% PP pupils) was staffed with an experienced teacher, which resulted in PP pupils being on average significantly above target.</p> <p>The 10W5 set (allocated 47% PP pupils) was staffed with an experienced teacher, with a smaller class size and following an adapted curriculum which resulted in</p>

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			<p>average grade and Subject Progress Index (SPI) being higher for PP than non-PP.</p> <p>The 11A5 set, a small class size with an experienced teacher and an adapted curriculum have led to PP pupils closing the gap and achieving the same average grade as non-PP and achieving a higher SPI. In Y11 overall, the resulting smaller class sizes and PP intervention have led to a positive P8 score overall.</p>
<p>Learning Support Assistant (LSA)</p>	<p>-19,755</p>	<p>Additional LSA deployed to raise standards and help to increase the levels of engagement and achievement of students who were struggling across the curriculum.</p>	<p>Further tailored support for individuals contributed to accelerated progress across all subjects for identified students.</p> <p>LSA used to support year 7 English and Maths lower-ability groups. All PP students and students with SEN have made above-expected progress with 95% making progress of two grades above expected based on prior attainment data.</p>
<p>Targeted additional support: Science</p>	<p>-55,721</p>	<p>Within school, gaps between the achievement of PP 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 PP students.</p>	<p>In Year 7, PP students have made similar progress to non-PP students. This is because smaller groups have been created with more PP students. The added support has enabled PP students to outperform their peers.</p> <p>In Year 8, all PP students are making similar progress to their peers. There has also been a significant increase in the number of PP students who are making better than expected progress during the year.</p> <p>In Year 9, in the smaller sets created due to the extra staffing, the added support has allowed PP to outperform non-PP students.</p> <p>In Year 10, PP students are performing better than the average of all students nationally with a</p>

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			<p>positive SPI in all the courses offered at the school.</p> <p>In Year 11 PP students were prioritised for afterschool and form time intervention. This support has led to Year 11 Combined Science students performing better than students nationally with positive SPI. More-able PP students, who are taking Triple Science have outperformed non-PP students.</p>
Inclusion Officer	-26,133	<p>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.</p>	<p>Role has contributed to high level support for PP students, especially those at most risk of exclusion. We have also seen a 35% drop in PP fixed term exclusions.</p> <p>Role has developed within the year to see the school more involved with mentoring partnerships in local authority to support students whose behaviour in school and out of school has been cause for concern.</p>
Raising Aspirations Coordinator	-4,320	<p>PP students in KS3 will be targeted to develop their employability skills and feel supported through their transition into KS4.</p> <p>The students will become more independent and proactive in their pursuit of an aspirational pathway appropriate to their potential.</p>	<p>The Raising Aspirations Coordinator has ensured that all PP students have been supported through both the use of KUDOS to help them explore their career options and through the PiXL edge apprentice award in year 8 where students demonstrate their LORIC employability skills.</p> <p>Targeted PP students have successfully been supported through the 'Brilliant club' scholars programme in year 10.</p> <p>Year 11 PP students have been supported with their college applications during form time activities to ensure they have applications in for a challenging next step.</p>
PP Achievement mentor	-2,757	<p>Highly personalised support will ensure that potential barriers to achievement for all PP students are identified and tackled, with additional strategies subsequently being implemented if appropriate. This will lead to improved</p>	<p>19 students across years 8, 9 and 10 were selected as frequently not completing homework and below track at the start of the year. These students then met with senior staff, student targets were set and they met subsequently with the PP</p>

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		<p>attainment and progress for identified students.</p> <p>To raise the standards of student attainment and achievement within the identified cohort and to monitor and support student progress.</p>	<p>mentor. Improvements in engagement and progress were then monitored through the year.</p> <p>Engagement was increased throughout the year. Aspirations and involvement in school activities were raised through competitions and achievement points.</p> <p>Out of the 19 students involved, 55% increased the number of subjects on or above target, and 15 improved their Maths, English and Science grade across the year so that they are now on-track.</p>
Resources for individuals – including specific strategies to support the achievement of the most able disadvantaged students	-6,704	<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 must remove barriers and ensure a positive impact on their achievement.</p> <p>Strategies to support the most able disadvantaged students must be effective in raising the aspirations of these students so that they are motivated to fulfil their potential.</p>	<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>
Pastoral Support Worker	-28,339	<p>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.</p>	<p>Work with smaller focus groups of students and individuals with regards to attendance and resilience. High quality and bespoke support provided through inclusion room has contributed to disadvantaged student attendance being above the national average at 93.2% (national 91.8%).</p>
Relate counselling	-6,810	Specialised counselling provided to students requiring this type of	This academic year 26 students have accessed the school counselling

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		<p>support is effective in building resilience and confidence. In turn, this has a positive impact on students' learning and progress.</p>	<p>service (42% PP cohort).</p> <p>Sessions are confidential so direct Strengths and Difficulties Questionnaire (SDQ) scores are not shared. However, feedback shows students successfully complete an 8-week programme with focused goal setting. Furthermore, all students needing enhanced mental health support are referred to the Designated Safeguarding Lead (DSL) and appropriate referrals are made. This is evidenced in individual MyConcern files.</p> <p>Data shows that there has been increases in attendance and a reduction in behaviour points for these students.</p>
<p>Leaders of Student Achievement (KS3 & KS4)</p>	<p>-11,395</p>	<p>KS3 – at the start of the year, PP students who have previously caused concern through behaviour or a lack of progress were identified. Through weekly meetings, these students were helped with organisation or given additional support depending on their needs. The monitoring and tracking of the achievement of PP students enables the school to gather evidence on the impact of any strategies so that the most effective support is provided for individual students.</p> <p>KS4 - ensured that all relevant staff were informed about the PP students in their class or area of responsibility. The students' areas of strength and weakness were shared, and staff were empowered to support these students according to this need.</p> <p>At each assessment point, the progress of every PP student was monitored. Concerns were</p>	<p>PP students have made good progress in KS3 across English, Mathematics and Science. This has been achieved through many and varied strategies implemented by the staff.</p> <p>In Year 7, PP data is very strong with PP students outperforming non-PP students across Maths, English and Science.</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 72% of students on or above target and 91% within one sub-level of target.</p> <p>In Year 9, the percentage of PP students working on or above target is above 76 % in the core subjects and 87% of students are within one sub-level target. Science is particularly strong and with 87% on or above target and data broadly in-line with non-PP students.</p>

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		<p>highlighted and directed to the relevant subject teachers and/or pastoral staff, as required.</p> <p>Regular Pupil Voice was used with PP students to identify student attitudes and concerns, and these were also used to enhance the support we offered to these students.</p> <p>The PP students were also placed in form groups that reflected their needs, further education plans and progress data to allow targeted support within registrations, assemblies and through external providers to ensure progress was maximised.</p>	<p>In particular, the progress evening process in years 7-10 targeted all PP students who were at risk of underachievement. Attendance was strong at just over 65%, next steps were personalised and specific, and the subsequent support programme for the core subjects showed sustained impact. Missing parents were sent a letter and attended an alternative appointment with senior staff where necessary.</p> <p>PP students were supported strongly and engaged well in KS4. The year 11 attended appropriate targeted revision for PPE exams and the PP students performed much better than other boys nationally with a P8 of +0.16. Year 10 PP students have a projected P8 score of +0.20 with no significant gap in performance for English and Maths.</p>