



Aston Academy Pupil Premium/Disadvantaged Strategy Statement 2019-20

Academy overview

Category	Data and context
School name	Aston Academy
Pupils in school	1701 (Y7-11 1481, Y12-13 220)
Proportion of disadvantaged pupils	294 students Y7-11
Pupil premium allocation this academic year	£274, 890
Academic year or years covered by statement	2019-20
Publish date	November 2019
Review date	November 2020
Statement authorised by	Dominic Curran
Pupil premium lead	Lindsey Burgin
Governor lead	

Disadvantaged pupil performance overview for last academic year

Progress 8	TBC
Ebacc entry	55.07% of D cohort
Attainment 8	39.42
Percentage of Grade 5+ in English and maths	35%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To improve the Progress 8 score of the disadvantaged cohort in line with non-disadvantaged students nationally (0.13 in 17/18)	Sep 2020 onwards
Attainment 8	To improve the overall attainment 8 score for Disadvantaged students in line with FFT20 targets – A8 score of 46.38.	Sep 2020 onwards
Percentage of Grade 5+ in English and Maths	Disadvantaged students to perform in line with FFT20 targets – 41.0% achieving 5+ in English and Maths.	Sep 2020 onwards

<p>Catch-up Reading and Maths – students with NS on entry.</p>	<p>Students who join Aston Academy NS in Reading and Maths – KS2. Enhanced catch-up provision and monitoring using PIRA and PUMA assessment. Students have caught up by the end of KS3.</p>	<p>Sep 2019 onwards</p>
<p>Attendance in line with national average (94.5%) all for this cohort and moving towards academy target of 95.6%.</p>	<p>The overall attendance of the Disadvantaged cohort in 2018-19 was 91.6%. Disadvantaged student attendance will improve in line with national average levels (all) and academy targets. The proportion of Disadvantaged students that are identified as PA will continue to fall.</p>	<p>Sep 2019 onwards</p>
<p>EBacc entry</p>	<p>Dependent upon prior attainment and progress profiles; to maintain appropriate and ambitious proportion of students entered for EBacc with each cohort. National average for EBacc entry – 38% (all), 43% D 17/18</p>	<p>Ongoing</p>

Teaching priorities for current academic year

Measure	Activity
Priority 1	Professional Development for all colleagues – memorisation, transference and retention strategies to support all students including disadvantaged students in making improved learning progress.
Priority 2	All teaching staff monitoring and tracking the performance of D students in their classes/faculty areas. All colleagues supporting progress towards FFT20 targets set for D students. Personalised strategies to address learning gaps, boost knowledge and understanding and improve assessment progress over time in line with targets.
Barriers to learning these priorities address	Learning of the curriculum and the ability of D students to transfer learning more successfully in examination contexts. Increased focus on metacognition. Personalised 'gap' provision improving the knowledge and understanding of D students. Diagnostic assessment indicating where gaps in learning are and programmes in place to address these.
Projected spending	£249, 950 Spending linked to Metacognition training, twilight sessions and faculty CPD. Analysis of performance and dedicated review meetings between teachers, middle leaders and senior leaders. Action planning, monitoring, evaluation and review.

Targeted academic support for current academic year

Measure	Activity
Priority 1	Plan and monitor new programmes in KS3 to ensure that disadvantaged students that have not achieved standard in KS2 in Reading and Maths make accelerated progress and achieve expected standards as soon as possible and by the end of KS3 (Literacy and Numeracy +). Purchase of PIRA and PUMA monitoring and tracking assessments to assess progress over time.
Priority 2	Vocabulary Knowledge Scale Assessments for D students in English, Maths and Science in Y11 (Wave 1). Top 50 words students need to know and be able to use in each subject (tier 2 and 3) assessed with additional learning sessions linked to vocabulary acquisition and use for identified students. Diagnostic assessments showing key learning gaps with additional learning and intervention sessions in place for January trial examinations and final summer GCSE examinations.
Priority 3	Mentor Y11 D students to improve confidence and self-belief. The raising of aspirations through careers outreach. Some students accessing alternative provision where

	significant disengagement or additional needs make it difficult for them to access mainstream academy provision.
Barriers to learning these priorities address	<p>Programmes to improve the literacy and numeracy skills of LA D students in KS3. Historical data shows more limited progress if literacy and numeracy gaps are not addressed efficiently and effectively.</p> <p>Training and expertise of Inclusion colleagues. New assessment and tracking systems should improve understanding linked to the progress of students in this cohort. Click or tap here to enter text.</p>
Projected spending	<p>£200, 000.</p> <p>Check spending on PUMA and PIRA packages</p> <p>Personnel in Inclusion – catch up and link Disadvantaged students accessing provision.</p> <p>Cost of additional directed sessions and use of TLR and AVP time – development of learning support sessions.</p>

Wider strategies for current academic year

Measure	Activity
Priority 1	Increasing the attendance of Y11 D students at revision sessions. Monitoring and tracking the attendance of D students over time. Removing any barriers to attendance – transport, resources and scheduled attendance plan. LPM responsible for tracking the attendance of D students to lessons and additional learning sessions.
Priority 2	Improving the attendance of D students across Y7-11. Engaging the support of parents/carers to improve overall attendance levels. Improving outreach work so that vulnerable students and their families recognise and value the importance of attendance and work closely with school where issues arise.
Barriers to learning these priorities address	<p>D attendance is significantly below their peers. This leads to gaps in learning and impaired progress outcomes.</p> <p>Ongoing mentoring and supporting students whose attendance is a cause for concern should support improved attendance levels. Gaps in learning can be addressed through attendance at additional revision and support sessions.</p> <p>Improved LA support linked to new Early Help models should provide wider support packages for vulnerable students and their families where attendance is a cause for concern.</p>
Projected spending	<p>£100,000</p> <p>EWO support</p> <p>LPM monitoring, tracking and mentoring</p> <p>Liaison with LA and completion of Early Help referrals</p> <p>Tracking student attendance at revision sessions – LPM</p>

	<p>Transport provision</p> <p>Resources including revision guides etc.</p>
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Sufficient time to develop staff expertise – metacognition – to support D attainment.</p> <p>Time to develop personalised subject strategies to support student achievement and monitor and track progress over time.</p>	<p>Use of twilight and Faculty CPD time</p> <p>Y11 conversations within faculties – TLRs and Y11 teaching staff</p> <p>Patterns/trends linked to D progress provided for colleagues after monitoring entry – easy progress tracking</p> <p>Faculty reviews with a focus on D student progress in all subjects</p>
Targeted support	<p>Staff expertise in Inclusion – support of D students NS in Reading and Maths at KS2.</p> <p>Assessment systems that carefully monitor and track the impact of intervention and enable students to make accelerated progress.</p> <p>Effective assessment of students’ vocabulary acquisition and use and knowledge of the ‘taught’ curriculum.</p>	<p>Training for colleagues provided by AVP literacy and numeracy specialists.</p> <p>Purchase of PUMA and PIRA assessment packages and relevant training. Clearer assessment of student progress over specified time frames.</p> <p>Assistant Principal working with AVPs with subject specialisms and HOFs to develop vocabulary assessments in E, M and S and ‘knowledge’ diagnostics. Work with teams to set up additional learning and revision intervention to support improved attainment.</p>
Wider strategies	<p>Engaging with hard to reach families where D attendance is a cause for concern.</p> <p>Engagement with the LA to ensure that academy procedures are supported with attendance developments – Early Help intervention and support.</p> <p>Disengagement or inability to access academy provision – providing alternative provision to support D students at risk of underachievement.</p>	<p>Revised communication procedures linked to attendance and written communication – authorised and unauthorised absence.</p> <p>Mentoring of D students within Year Teams with close tracking by EWO.</p> <p>ACET attendance lead liaison with LA – supportive policies and procedures.</p> <p>Quality assurance of Alternative Provision. Additional individual tutor support for key students.</p>

Review: last year's aims and outcomes

Aim	Outcome
<p>Underperformance of D students in Eng and Maths compared to target and ND peers</p> <p>Progress across all EBacc subjects, particularly in English Lang/Lit, Mathematics, Geography and Science (Double Award).</p>	<p>Ongoing. Still underperformance with D cohort compared to ND cohort. P8 in Eng Lit -1.16 and Eng Lang -1.01 compared to -0.52 Eng Lit and -0.54 Eng Lang for ND. Maths -0.25 D and 0.26 ND. 2017/18 – Eng Lang -1.06 and Eng Lit -1.1, ND Eng Lang -0.54 and Eng Lit -0.59, Maths D -0.49 and ND 0.01. Gaps have remained largely unchanged even though intervention targeted D students.</p> <p>D student progress below their peers in Humanities, MFL and Science.</p> <p>25% Standard Pass and 12.5% Strong Pass – 2018. 23% Standard Pass and 10% Strong Pass 2019. Increases seen in the proportion of D students and achieving 4 and 5+ in E&M.</p>
<p>Focus on the attendance of D students and associated PA levels.</p>	<p>Ongoing. The attendance of D students remains below their ND peers. Improvements in PA proportion of students that are D. Nationally FSM students have absence levels twice that of their ND peers and PA levels are significantly greater.</p>
<p>Improved behaviour for learning. Further review of inclusion provision and intervention to ensure that the needs of each student are fully met through personalised provision, including input from multi-agency support</p>	<p>A reduction in FTE and Inclusion sanctions overall including for D cohort but still larger representation than ND peers.</p> <p>Alternative provision in place to support some students but underachievement was still significant.</p>