

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Aylsham High school
Number of pupils in school	1136
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> ) <b>Year 1: 2022-23</b> <b>Year 2: 2023-24</b>	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2024
Statement authorised by	Duncan Spalding
Pupil premium lead	Chris Bridge
Governor / Trustee lead	Jenny Youngs

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£219,940
Recovery premium funding allocation this academic year	£ 33,327
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 253,267

# Part A: Pupil premium strategy plan

## Statement of intent

The pupil premium funding will be used with the aim of improving education outcomes by supporting our work in helping students to overcome barriers to their learning.

Our current pupil premium strategy will endeavour to target some long standing barriers to learning alongside some barriers which have arisen following the COVID-19 pandemic. The primary focus in each area will be to achieve sustained impact from the strategies implemented. This often means that the strategies will be aimed at developing and supporting the work of teachers and pastoral colleagues.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Joining Aylsham High School at a point later than year 7.
2	Low levels of attendance.
3	Limited parental support.
4	Low level of attainment on entry.
5	Length of time in receipt of pupil premium.
6	Access to resources and hardware to support learning at home.
7	Impact on schooling caused by social emotional and mental health issues.
8	Impact on schooling caused by behavioural choices.
9	Students arriving with English as an additional language.
10	Provide students who are young carers with additional support based on individual need.
11	Provide students who are looked after with additional support based on individual need.
12	Provide support to SEND students based on individual need.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Support students to make required progress and attainment so that they can successfully complete the transition to the next stage of their learning.	<p>Students will attend school on a regular basis.</p> <p>Students are engaged and motivated, taking ownership of their learning.</p> <p>Resources are available to support students with their learning.</p> <p>Academic and pastoral support implemented to help students address barriers to learning particularly SEMH barriers.</p> <p>Students successfully complete the post 16 transition.</p>
Help students to make good behavioural choices through pastoral and SEMH support.	<p>Behavioural records reflect that better choices are being made.</p> <p>Our pastoral teams continue to work closely and effectively with students and their families.</p> <p>SEMH team work with individual students as required as well as supporting the education of the wider school community on mental health and wellbeing topics.</p>
Increased communication and support to help students and their families engage and successfully complete learning outside of the school day.	<p>SIMS Student/Parent are used to share homework and support resources.</p> <p>Maintain use of Google Classroom, supporting students with the completion of homework.</p> <p>Resources are shared with families to support the use of SIMS and Google Classroom, with individual support implemented as required.</p> <p>Departments continue to develop resources which can be used by families to support their child's learning at home.</p> <p>Adult learning opportunities are provided, supporting families with their own learning and ability to help their children.</p>
Improved attendance for the most vulnerable learners.	<p>Attendance strategies identify any potential issues at an early stage allowing support to be implemented.</p> <p>Maintain communication with families so that we can work together to support student engagement.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 272,696

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain our focus on developing high quality teaching through work within departments, with coaches, continuous learning via masters qualifications, national professional qualifications (NPQ) and via TLCs.	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p> <p>Developing the following aspects of classroom practice has been shown to have the greatest impact on student learning:</p> <ul style="list-style-type: none"> <li>quality of explanations</li> <li>retention of information in long term memory</li> <li>supporting the successful completion of homework</li> <li>development of high quality homework activities and support material to provide students with opportunity for deliberate practise e.g. YouTube videos, Google Forms</li> <li>appropriate scaffolding (EEF teachers toolkit)</li> </ul>	1, 3, 4, 5
Use of coaching team, school mentor and departmental teams to provide professional support and development opportunities to ECTs.	<p>Ensuring good CPD is the leadership intervention that has the most powerful impact on teaching and learning. Student centred leadership (Robinson, 2008)</p> <p>Kraft MA, Blazar D and Hogan D (2018) The effect of teaching coaching on instruction and achievement: A meta-analysis of the causal evidence. Review of Educational Research 88(4): 547–588.</p>	4,
Teachers support students with the recall and retention of core knowledge and its application.	Supporting students to learn, retain and apply core knowledge underpins their learning. Students who develop a long term memory of this information, using it with fluidity, are more successful in their	4

	studies. This also allows for more complex problems to be attempted.	
Departments review and refine curriculum structure so that it supports students with their progression through a subject.	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p> <p>Developing the following aspects of classroom practice has been shown to have the greatest impact on student learning:</p> <ul style="list-style-type: none"> <li>quality of explanations</li> <li>retention of information in long term memory</li> <li>supporting the successful completion of homework</li> <li>appropriate scaffolding</li> <li>development of high quality homework activities and support material to provide students with opportunity for deliberate practise e.g. YouTube videos, Google Forms</li> </ul> <p>(EEF teachers toolkit)</p>	4
Prioritise activities and support so that teacher time is focused on teaching and learning to help maintain high levels of teacher retention.	Student centred leadership (Robinson, 2008)	4
Departmental teams generate resources so that high quality homework activities are set and students can access support to successfully complete these at home.	<p>Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. (EEF)</p> <p>Homework clubs (before school and break times, Monday to Thursday 3.30 to 4.30 in the library) are available to help provide students with a quiet space and access to resources to complete homework (EEF)</p>	3, 4, 5

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 35,305

Activity	Evidence that supports this approach	Challenge number(s) addressed
Read Write Inc. Fresh Start for year 7 (small groups with initial 8 week intensive programme) Read Write Inc. for years 8 and 9 (small groups weekly sessions)	Small group tuition +4 months (EEF).	4
Catch up Numeracy for years 7 and 8 being taught using a Maths Mastery approach to help build a strong foundational understanding of key Maths concepts. (small group sessions)	Small group tuition +4 months (EEF).	4
After school English and Maths tuition for any vulnerable learner or students at risk of not achieving the grades required to access post 16 studies. (weekly, small group sessions, running across the year)	Small group tuition +4 months (EEF).	4
Additional English and Maths timetable tuition. (small groups, weekly, running across the year)	Small group tuition +4 months (EEF).	4
Accelerated reader years 7,8,9 (small groups, 2 hrs per week running for a period of 16 weeks followed by a reassessment to review progress)	Small group tuition +4 months (EEF).	4
Speech and Language Intervention for years 7, 8 and 9 (small groups working with a trained	Small group tuition +4 months (EEF)	4

member of staff, 1 hour per week, for a set period of weeks depending on the outcome of the initial assessment)		
Handwriting intervention. Students are referred by the English department or can self refer and progress is reviewed each week (in pairs, once a week plus short homework. Duration of intervention is on a case by case basis and will adapt to the needs of the student) All year groups but priority given to year 11 due to GCSE exams	Small group tuition +4 months (EEF).	1, 3, 4, 5, 6, 7, 8
Nurture provision in year 7 to support student transition to secondary school. Nurture provision extended into years 8 and 9 to continue supporting students during KS3	Systematic review of nurture literature - nurture uk	2, 3, 4, 5, 6, 7
Explore use of peer tutoring within maths by identifying highly skilled and motivated students to lead sessions. Act as a pilot to roll out with possible use of PESTs as peer tutors.	Peer tutoring +5 months (EEF)	1, 3, 4, 5, 8
Curriculum provides a range of courses for learners of all levels to support engagement and provide opportunities for success. .	Pupils' experiences and perspectives of the national curriculum and assessment. Lord and Jones.	2, 4
To support EAL students with their learning and engagement with English.	Oral language intervention +6 months (EEF)	9

Fortnightly intervention sessions using Flash Academy. EAL coordinator also spends time supporting students in lessons on a flexible basis. Grammar intervention with our Ukrainian LSA, weekly sessions in tutor time		
Study support sessions for SEND students in years 9, 10 and 11. (weekly/fortnightly sessions, small groups, prioritising homework and reviewing learning in lessons)	Small group tuition +4 months (EEF).	12
LSAs - working with students in class and tutor time on a one-to-one or small group basis.	Small group tuition +4 months One to one tuition +5 months	1, 2, 3, 4, 5, 6, 7, 8, 9
Exam access arrangements including reader pens	To support student engagement with their learning and external assessments.	4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 52,507

Activity	Evidence that supports this approach	Challenge number(s) addressed
Various pastoral and SEMH interventions with targeted students: -Minds in the middle, -Girl code -Listening Ear -Link Room -Welfare -Self Matters	Social and emotional learning + 4 months (EEF)	2, 3, 4, 6, 7, 8
Additional careers support and guidance provided to the most vulnerable learners to help their transition to post 16 provision.	Hunt, J., Atherton, K., Collerton, E., and Wilkinson, N. (2021), The Behavioural Insights Team, 'Effective Careers	4, 2



	<p>Interventions for Disadvantaged Young People'</p> <p>Dodd, V., Hanson, J., &amp; Hooley, T. (2021). 'Increasing students' career readiness through career guidance: measuring the impact with a validated measure'. British Journal of Guidance &amp; Counselling, pp. 1-14.</p> <p>Long, R. and Hubble, S. Commons Library Research Briefing (7 December 2021) 'Careers guidance in schools, colleges and universities (England)'</p>	
Behavioural support by the pastoral team.	Behaviour intervention +4 months (EEF)	1, 2, 3, 4, 5, 8
Appropriate use of link room if required e.g. link room cards or timetabled sessions.	Social and emotional learning + 4 months (EEF)	1, 2, 3, 4, 5, 7, 8
Financial support to help cover costs of educational activities.	Parental engagement +4 months (EEF)	3, 5
Monitor attendance to allow for early intervention to take place or attendance issues to be effectively escalated.	The link between absence and attainment at KS2 and KS4. DfE March 2016	2, 3, 4, 5, 7, 8
Tutor time is structured to contain opportunities for students to complete homework as well as tasks related to mental health and wellbeing.	<p>Social and emotional learning + 4 months (EEF)</p> <p>Peer tutoring +5 months (EEF)</p> <p>Homework +5 months (EEF)</p>	2, 4, 5, 7, 8
SEMH support provided by trained professionals on a 1-2-1 basis.	Social and emotional learning + 4 months (EEF)	1, 2, 3, 4, 5, 7, 8
Home school liaison officer working closely with families to address barriers and provide support.	Parental engagement +4 months (EEF)	1, 2, 3, 4, 5, 6, 8
Various strategies are used to support communication of key information with families and students. This also	Parental engagement +4 months (EEF)	1, 2, 3, 4, 5, 6, 8

aims to strengthen the partnership between home and school.		
<p>Young Carers - Link within school to support students who are young carers. Students can self refer or be referred by adults. The young carer officer will create a passport working with the student to show how we can support them in school. We also offer to refer them to the Young Carers Group: an organisation that can either help by going into the home to give support or for the child themselves to attend an activity group with other young carers. Working towards the tick award with a target for Spring.</p>	<p>Social and emotional learning + 4 months (EEF)</p> <p>Small group tuition +4 months</p>	10
<p>Looked after children - Link within school to support students who are looked after. 3 PEP and 2 LAC reviews per year. Full time access to pastoral care within school through LAC Officer.</p>	<p>Social and emotional learning + 4 months (EEF)</p> <p>Small group tuition +4 months</p>	11
<p>Parents' evenings will continue to be held online to promote flexibility and engagement with families. Priority parents will be contacted to support the booking of appointments prior to the event. SEND specific parents evenings will also be held to give dedicated time to families of SEND students.</p>	+4 months parental engagement (EEF)	1, 2, 3, 4, 5, 6, 7, 8, 9
Flag approach	Social and emotional learning + 4 months (EEF)	1, 2, 3, 4, 5, 7, 8, 9

<p>Data reviewed by SLT following report cycles.</p> <p>Any student with 3+ flags (attendance, behaviour, working effectively, barriers to learning, intervention, pastoral support, Y9&amp;10 options) are then referred to tutors and HOH for conversations to take place either with students or with families too.</p> <p>Any student with their report containing all 'exceptionally' and 'yes' (therefore no 'not yet' or 'absent') and their report containing no barriers to learning are sent a positive report message via SIMS Student to students and families.</p>	<p>Parental engagement +4 months (EEF)</p> <p>Behaviour intervention +4 months (EEF)</p>	
<p>Intervention Officer</p> <p>Newly created role to tie together interventions across the school.</p>	<p>This increases capacity, providing a role with specific focus on our approach. It will also enhance our work with families and students by providing a consistent point of contact.</p>	<p>1,2,3,4,5,6,7,8,9</p>

**Total budgeted cost: £ 360,508**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

*The following data is based on analysis carried out by DfE.*

*The table below shows some of the key headline figures for the performance of disadvantaged students in the class of 2023. The data was collected from the performance data produced by the DfE. To allow this data to more accurately reflect the outcomes for this cohort, a set of data including the TAGs has been included along with data for a revised cohort. Explanations for these two sets of data have been outlined below.*

*Disadvantaged cohort was 29 students*

	AHS 2023			National	
Headline figure	Performance tables	Including CAGs and TAGs*	Revised cohort+	pp	Non PP
Attainment 8	41.60	41.73	PT version 44.25 full version 44.84	35.8	50.2
Progress 8	+0.03	+0.09	+0.32 PT version +0.38 full version	-0.55	+0.17
4+ in English & maths	55.2%	55.2%	61.5%	45%	73% (5 students)
5+ in English & maths	41.3%	41.3%	46.2%	27%	52% (3 students)

*\*AHS 2023 including TAGs - the school curriculum structure means that the class of 2023 achieved grades for qualifications which were awarded during the TAG processes in 2021. The performance table does not include these grades in the analysis. The*

*AHS grades awarded to students during the TAGs were in line with the grades awarded during 2019 and 2023 when exams took place as normal. This indicates that the CAGs and TAGs grades were not elevated. Therefore including these grades gives a fairer comparison to the 2023 national data.*

*+AHS 2023 revised cohort - the disadvantaged group of 29 students have been provided with opportunities to engage with the different strategies to support their learning. For a number of these students their engagement with the support strategies was significantly impacted by the following factors:*

- *Alternative provision*
- *Medical needs*
- *Attendance*

*This has made it difficult for our strategies to have a full impact on the outcomes for these students. Therefore, to provide a clearer view of the impact of the support strategies, these students have been removed from the data set. Analysis of the revised cohort of 26 students means that the data reflects the outcomes for students who engaged with the support strategies. (The average attendance for students in the outliers group was 31.26% (ranging from 10-44%)).*

### **Outcomes**

*The DfE data shows that students in receipt of pupil premium funding achieved a positive progress value which increases when the outliers are removed from the analysis.*

*AHS pupil premium outcomes are higher than the same cohort nationally. The performance of pupil premium students increases further when the outliers are removed. When compared to the performance of national non-disadvantaged students the difference in performance is equal to either 5 or 3 students depending on the performance measure.*

*There is a wide range of study support strategies offered. It is not possible to isolate the impact of any one of these in particular. However, the strategies focus on both academic and pastoral support to help meet the needs of students. In the last year there has been an increased need for pastoral support as we continue to address additional needs resulting from the impact of Covid-19. Within the pupil premium cohort 45% of the students would be categorised as long term disadvantaged (in receipt of pupil premium funding for at least 80% of their time in education), with a further 24% being in receipt of pupil premium funding for between 50-80% of their time in education. This means that the strategies will take time to impact. We will continue to review the strategies implemented and work closely with these students and their families.*

*The quality of teaching in classrooms will remain a main focus for our work. In the last year this has been enhanced through teachers completing masters qualifications and NPQs. This work, alongside the work of our coaching team and TLCs, is helping further improve the quality of classroom teaching. Homework, in terms of the setting of meaningful homework which provides students with access to resources to support their completion of this work, is going to be an area of focus for our subject teams.*

*The main barrier to the attainment of students in this pupil premium group is attendance. Through the strategies outlined above we will maintain and with some new approaches, increase our focus on attendance.*

*To support our work in the year ahead we have appointed an intervention officer. This role will help to coordinate the various strategies whilst also working closely with students and their families.*

### ***In summary***

*The nature of our pupil premium cohort means that we will continue to review our approaches, working to remove barriers caused by the impact of long term disadvantaged. A continued focus on classroom practice and attendance will remain priorities.*

## **Externally provided programmes**

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

<b>Programme</b>	<b>Provider</b>
Accelerated Reader	Renaissance
Read Write Inc. Fresh Start & Read Write Inc.	Ruth Miskin
Sumdog	Sumdog Ltd
Catch up numeracy	Catch up
Flash Academy	Flash Academy
Secondary Language Link	Speech Link Multimedia Ltd
Bedrock (trial during Autumn term)	Bedrock Learning
Reading Plus (trial during Autumn term)	Dreambox
Literacy Gold (trial during Autumn term)	Engaging Eyes Ltd