

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|---------------|
| Number of pupils in school | 1001 |
| Proportion (%) of pupil premium eligible pupils | 15.18% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-23 |
| Date this statement was published | December 2022 |
| Date on which it will be reviewed | October 2023 |
| Statement authorised by | M Brady |
| Pupil premium lead | K Lally |
| Pupil premium coordinator | L Leah |
| Governor / Trustee lead | D Roberts |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £172,572 |
| Recovery premium funding allocation this academic year | £51,910 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £0 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £224,482 |

Part A: Pupil premium strategy plan

Statement of intent

King Edward VI Aston School is very proud to be part of a wider Trust vision to include disadvantaged students in the very best educational provision possible. The King Edward VI 'Promise' is honoured to allow the families of disadvantaged students to both access the school regardless of proximity and to allow the participation in extra-curricular visits, activities and teaching without financial impediment. Consequently, disadvantaged students have made progress in line with that of their non-disadvantaged peers. Many of these students stay on to study with us in our VI Form, often going on to access some of the country's most prestigious university courses.

Recovery funding will be continued to address catch up and fill the gaps across the curriculum and across all year groups. The approach taken by the school has the provision of excellent quality teaching and learning at its core. We aim to ensure that during the Covid-19 pandemic, the gap between different groups of students does not develop further, with high quality teaching and assessment of progress being fundamental to this. In addition to high quality teaching and learning for all, we are taking a targeted approach towards students who have not made the expected progress in the current circumstances. Alongside the academic support program, the character development of students is also at the core of our approach.

Our intent is that disadvantaged learners and their non-disadvantaged peers have full access to our curriculum, through:

- Outstanding outcomes following outstanding teaching
- Outstanding enrichment opportunities
- Outstanding display of our values: integrity, honesty, diligence and kindness

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Equality of access to IT and supportive software packages to support learning |
| 2 | Lack of access to wider curriculum and CEIAG |
| 3 | Lack of specialist support to raise aspirations and achievement of pupils with ECHP |
| 4 | Mitigating external factors such as cost of living crisis from impacting academic progress and attainment |

| | |
|----|--|
| 5. | Provide resources like uniform, travel cost, educational visit support, music tuition fee, IT to provide best learning experience to all |
| 6. | Addressing low attendance resulting in gaps in knowledge and ultimately lower progress and attainment |

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 |
|---|--|
| <i>Full access to up-to-date, fully functioning IT at all times with efficient, speedy access to internet</i> | All pupils have access to fully functioning IT with appropriate support packages; all pupils understand how to use and maintain their IT; access to laptops capable of running software; support in place to keep IT fully functional, maintained and updated. |
| Access to challenging, rewarding enrichment activities and increased extra-curricular participation | All pupils to be participating in challenging enrichment and extra-curricular activities. Monitoring the participation of disadvantaged groups. |
| Inspired pupils with improved learning skills, narrowed gaps in academic knowledge and understanding. | Opportunities for pupils to attend challenging and exciting trips and activities (Masterclasses, CERN trip, Oxbridge visits etc, other competitions), progress and success monitored; All pupils aware of college/course options available to them; pupils pursuing appropriate post 16 education with support in place; structured career planning in place |
| Improved KS5 progress and attainment for disadvantaged pupils | Realistic target set, progress and attainment monitored, provision tailored to needs and delivered in relevant way by specialist tutors and/or graduate mentors. |
| Best learning experience for all | Financial support accessible to remove barriers to learning |

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: £27,058

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|--------------------------------------|
| Specialist support for disadvantaged SEND pupils | Specialist staff employed to ensure required support is available for staff teaching disadvantaged pupils with Autism | 3,4 |
| Support research related CPD opportunities | Staff are provided with any resources requested (for eg books and subscription to online programmes) to support their research based CPD programmes to minimise the gap between various pupil groups and develop high quality teaching | 3,4 |
| Salary of funding coordinator | Funding coordinator manages the funding requests, approval and allocation accurately and efficiently. | 1,4,5 |
| Contribution to ADP to member of staff who leads on attendance | Monitor attendance of pupils across the school and plan interventions and support to address issues related to poor attendance | 6 |
| Purchase of departmental resources | Departments are allocated to purchase resources develop teaching and learning and offer structured intervention | 1,2,3 and 4 |

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

Budgeted cost: £ 14,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|--------------------------------------|
| One-to-one specialist career experiences focusing on individual pupil needs | Pupils making appropriate course/college choices and achieving happiness and success | 2 |
| Departmental support | Supporting departments by ensuring that educational resources are provided to disadvantaged pupils | 3,4,5 |

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

Budgeted cost: 187,065

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| Year 8 and 9 residential educational visits | EEF Toolkit shows positive evidence of the impact of outdoor adventure learning | 2,4,5 |
| Cultural experience by organising festival of cultures in Summer term | Offering opportunity to take part in a range of activities to contribute to related to develop students' cultural capital | 2,4 |
| ADP payment for the director of inclusion and the salary of the inclusion officer | Targeted support and intervention, supporting emotional and mental wellbeing of pupils | 3,6 |
| Salary contribution for pastoral staff | High quality targeted pastoral support. | 2,6 |
| Subscription to digital resources and IT Services | Using digital technology to enhance and support teaching and learning. Using software like Class charts and Edu link to reduce teachers' workload, manage learning attitude and behaviour. | 1,5,6 |
| Financial support for disadvantaged - travel, uniform, IT, music tuition, learning resources, educational visits, | Our current cohort of pupils travels to school from significant distances, support with the cost of bus passes for some pupils promotes strong attendance. Some pupils also require support with the costs of uniform, which we provide in line with the King Edward VI Promise. EEF Toolkit shows positive evidence of the impact of arts participation. | 1,4,5 |
| Duke of Edinburgh Award | EEF Toolkit shows positive evidence of the impact of outdoor adventure learning | 2,4,5 |
| Head's discretionary fund to support extra-curricular and curriculum enhancement activities | EEF Toolkit shows positive evidence of the impact of arts participation. EEF Toolkit shows positive evidence of the impact of outdoor adventure learning | 2,4,5 |

Total budgeted cost: £ 224,123

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

| Year 13 Summer 2022 results | | |
|-----------------------------|-------|---------|
| | DIS | Non-DIS |
| Cohort | 50 | 80 |
| Average grade | B- | B- |
| Average point score | 36.88 | 35.7 |

| Year 11 Summer 2022 results | | |
|-----------------------------|--------|--------|
| | PP | Non-PP |
| Cohort | 35 | 105 |
| Progress 8 | 0.49 | 0.48 |
| Attainment 8 | 73.34 | 75.75 |
| Ebacc (9-5) | 40% | 40% |
| Eng & Maths (9-5) | 97.14% | 99.05% |

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---------------------------------------|----------|
| Study skills and independent learning | Elevate |