

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	King Edward VI Aston School
Number of pupils in school	994
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/22
Date this statement was published	October 2021
Date on which it will be reviewed	October 2022
Statement authorised by	M Brady
Pupil premium lead	L. Leah
Governor / Trustee lead	G. Dupree

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£190,045
Recovery premium funding allocation this academic year	£28,855
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£12,035
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£230,935

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. Our intent is that disadvantaged learners have full access to our curriculum, through:

- a) Outstanding outcomes following outstanding teaching
- b) Outstanding enrichment opportunities
- c) 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
2	Lack of access to enrichment activities
3	Low resilience and poor learning skills when responding to improvement targets and gaps in learning
4	Lack of support with career/college courses/applications/forward-planning. Lack of knowledge of routes leading to vocational qualifications Post 16
5	Lack of specialist support to raise aspirations and achievement of pupils with ASD
6	Lack of access to resources that facilitate learning, e.g., travel to school

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 tailored to interests and needs of pupil	Targeted pupils to be participating in exciting, challenging enrichment activities that build social skills, stamina and self-belief; all participation barriers removed
Resilient pupils that can manage the challenges of study; gaps in learning identified and progress monitored; provision put in place to fill gaps in learning	Realistic improvement targets set and achieved; pupils supported with achieving these targets; gaps in learning identified; progress and success monitored; provision tailored to needs and delivered in relevant way by specialist tutors and/or graduate mentors
Pupils knowledgably and confident in their course options and choices at key transition times.	Targeted pupils aware of college/course options available to them; all applications made in a smooth and timely manner; pupils pursuing appropriate post 16 education with support in place; structured career planning in place
ASD specialist support in place, supporting pupils in the right way at the right time throughout their time at KE Aston.	Equality of access to specialist mentors/teachers; opportunities for additional support at key moments in education, transition and home-life with emphasis on progress and reflection.

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: £2,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ASD Bespoke Half Day Training Session: Understanding Behaviours that Challenge at King Edward VI Aston School – Strategic systems to support understanding and practical approaches to managing responses	All staff will have an understanding of the barriers to learning faced by our ASD pupils and have a bank of strategies to use	5
SEND software system in place that can identify gaps in learning, monitor interventions, assess progress and set targets	Simple to use, Edukey's Provision Map is a comprehensive tool which enables school to map and manage provision effectively and efficiently Assessment test in place to identify gaps in learning and establish support needs.	1,3

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

Budgeted cost: £27,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of additional small group tutoring to fill identified learning gaps - blended	Grade improvement, improvement targets achieved, pupil/parent feedback positive, transferrable skills in place, gaps in learning filled. Evidence from previous use of the NTP programme is	3,5

delivery where necessary	that students respond well to face-to-face tutoring, that disadvantaged students are often disproportionately and negatively affected online learning opportunities.	
<i>One-to-one specialist career experiences focusing on individual pupil need</i>	Pupils making appropriate course/college choices and achieving happiness and success	4
<i>One-to-one virtual mentoring catering for individual/SEND needs of pupils</i>	Higher levels of pupil resilience, self-esteem; higher levels of parent support and engagement; Higher levels of pupil participation, support strategies in place that benefit pupil, parent and teaching staff	3,5
<i>One-to-one support from Graduate mentor that establishes weekly working relationship with school, staff and pupils</i>	Increased levels of pupil engagement and development of life-long learning skills.	3,4,5

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

Budgeted cost: £188,995

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Provision of laptops; access to appropriate support packages; support to keep IT working in place; access to internet planned and provided</i>	Pupils able to access their online learning; pupils learning efficiently online and ways that suit their learning styles; IT problems resolved in a timely way with no disruption to learning.	1
<i>Access to challenging, exciting enrichment activities</i>	Increase in self-confidence, resilience and happiness levels seen from previous bikeability sessions. Whitemoor Lakes activity centre breaks have seen tangible changes in student engagement through confidence, exercise and teamwork	2
<i>Bus passes, uniform and discretionary fund</i>	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	6

	support with the costs of uniform, which we provide in line with the King Edward VI Promise.	
<i>Music tuition</i>	EEF Toolkit shows positive evidence of the impact of arts participation.	3
<i>Y8/9 Residential</i>	EEF Toolkit shows positive evidence of the impact of outdoor adventure learning	3
<i>Duke of Edinburgh Award</i>	EEF Toolkit shows positive evidence of the impact of outdoor adventure learning	3
<i>Salary costs for a variety of staff who are intrinsically linked with the support of pupil premium students</i>	EEF Toolkit: some studies have found positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.	1,2,3,4,5

Total budgeted cost: £218,995

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 2020 to 2021 academic year.

Pupils who received Pupil premium funding

	PP	Non PP
Cohort	37	83
Progress 8	1.39	1.31
Attainment 8	73.22	73.86
Ebacc (9-5)	40.54%	53.01%
Eng & Maths (9-5)	100%	97.59%

It was encouraging that across most key performance indicators, disadvantaged (PP) students achieved relatively well (see table above). However, the Progress 8 KPI for SEND students (0.84) progress was not as strong as their non-SEND counterparts (1.37). For this reason, we have a stronger focus on learners with specific needs to level up.

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

Programme	Provider
Online Tutoring	MyTutor

Further information (optional)

The bulk of our Pupil Premium Grant (PPG) is managed by our funding manager in line with the MAT King Edward VI Pupil Premium Promise. This allows disadvantaged families to draw down funding from a pre-approved menu of support items which facilitates a student's attendance at the school. In many cases this will include a bus pass to allow students in our wide catchment area to come to school and support to allow access to more expensive items in our extra-curricular provision (e.g. educational visits and peripatetic music tuition). A full summary of this 'promise' can be found in Annex A at the end of this document. An overview of the expected expenditure of the main Pupil Premium Grant (PPG) is below.

School leaders at King Edward VI Aston believe that the recovery premium grant (RPG) should not only be focussed on closing the academic attainment/progress gap of disadvantaged students and their non-disadvantaged peers. There is also a recognition that many 'soft' skills and aptitudes have been considerably damaged by the lack of face-to-face teaching resulting from perpetual lockdown. Consequently, we anticipate using the RPG to build the confidence, self-esteem and resilience of learners in order to re-equip them with the relevant skills for the 21st century.

Annex A

KING EDWARD VI ASTON SCHOOL

Proposed expenditure of pupil premium & 16-19 Bursary funding from September 2021:

1. Context

i. The school will receive pupil premium funding of £955 for each pupil in Years 7-11 who is currently entitled to receive free school meals or who has been at any point in the past six years.

ii. The pupil premium funding year runs from 1st April-31st March. The pupil premium for 2021 to 2022 will include pupils recorded in the October 2020 school census who have had a recorded period of FSM eligibility since January 2015, as well as those first recorded as eligible at October 2020.

iii. From September 2018 the school has operated a system whereby pupils are allocated a sum of money which can be spent on a menu of items. This system allows the school to more closely monitor expenditure and it is proposed to continue with the system for 2021-2022.

iv. Pupils in Years 12 & 13 who are entitled to receive free school meals also receive a bursary worth £1,000 in addition to free school meals.

Given current pupil numbers for who the school receives pupil premium funding and the Year 7 pupils joining from September 2020 it is estimated that from September 2021 the school will have 199 pupils for who it receives pupil premium funding.

ii. Of these 200 pupils it is estimated that 120 will be currently eligible to receive free school meals and that the remaining 80 were eligible to receive free school meals at some point in the past 6 years.

iii. Given the above the school can expect to receive in the region of £195,000 in pupil premium funding for these pupils.

iv. It is proposed to spend the £195,000 as follows

£10,250: Allowing up to 40 pupils to participate on the 2021-2022 Year 8 residential without requesting a parental contribution. With priority given to those eligible for pupil premium funding. Assuming a cost of £250 per pupil for the residential. NB. This proposal for spending has been retained from previous years but it may be that residentials may not be able to continue.

£52,000: The 80 pupils who have been entitled to receive free school meals at some point during the past six years will each have an allocation of £650 to spend as decided by their parents.

£9,000: To be spent at the discretion of the Headteacher primarily to support pupils in straitened circumstances to participate on extra-curricular activities and visits and to assist in emergency situations.

v. At the end of the year any unspent pupil premium funding will be used to meet the salary costs of the two teaching assistants whose primary role is to support those pupils for who the school receives pupil premium funding and who have a special educational need, the salary costs of the member of staff employed to administer the expenditure of pupil premium funding and a residential/overseas trip support fund for pupil premium pupils.

vi. Parents can spend their allocation as follows

a. The cost of a bus or rail pass to travel to and from school.

b. The cost of the purchase of compulsory school uniform up to a value of £200 (suit, shirts, trousers, blazer & badge & tie)

c. To purchase school sports kit e.g. shorts, shirts, socks, vest, foot wear up to a value of £100.

d. The purchase of a pair of school shoes (black only) up to a value of £50.

e. The purchase of an outdoor coat up to a value of £50.

f. To purchase essential equipment and clothing required for lessons e.g. aprons for Design & Technology.

g. To meet the cost of music tuition which takes place at the school including the hire and purchase of instruments.

h. To meet the cost of participating on the Duke of Edinburgh Award Scheme.

i. To meet the cost of the purchase of books and other learning resources up to a value of £200.

j. To meet the cost of a standard rail fare to travel to university interviews.

k. To meet the cost of examination entry fees including UCAS.

l. To meet the cost of purchasing a computer device up to a value of £400.

m. To put towards the requested parental contribution for an off-site visit. Requests for items not included in the list above will need to be submitted to the Headteacher for approval.

vii. In addition, those pupils entitled to receive free school meals will receive a daily allowance worth £450pa.

3.

i. For items a-e above parents will be reimbursed on production of the relevant receipts of purchase. If possible, the school wishes to avoid making refunds by cheque and will explore the use of parent pay where the amount will be paid directly into the parents' bank account. The school needs to be mindful that there is a cost for every parent pay transaction.

ii. For Albion Trust recipients the maximum amount that can be claimed during the 2021-2022 academic year will be £1,450.

iii. Pupils entitled to receive free school meals in the sixth form receive a bursary worth £1,000 each year. This can be spent following the same principles in point vi above.

4. Dissemination i. These proposals will be presented to the 2021 summer term meeting of the Finance Committees and the 2021 summer term meeting of the Local Governing Body.