



Pupil Premium Strategy Statement – September 2019

Aylesbury Vale Academy

Pupil Premium

The Pupil Premium Grant is paid to schools for students who are recorded as being eligible for Free School Meals in the last 6 years, who are 'Looked After', or who have a parent serving in the armed forces. The funding is a key resource in ensuring that students leave Aylesbury Vale Academy with the best possible academic outcomes.

At Aylesbury Vale Academy we currently have a total of 394 students who are eligible for the PPG funding, 76 in Primary and 318 in Secondary and this gives us an estimated £361,735 to spend during the 2019-20 academic year.

Summary information			
School	Aylesbury Vale Academy		
Academic Year	2019-20	Total number of pupils	1461
Total PP budget	£361,735	Number of pupils eligible for PP	394
Date of most recent PP Review	June 2019	Date for next internal review of this strategy	January 2020

Disadvantaged student attainment and progress using - August 2019

Year 11:

Secondary Progress 2018-19				
	All	Pupils eligible for PP	Other pupils not eligible for PP	Difference between PP and non-PP
Progress 8 Score 2015-16	-0.63	-1.02	-0.45	-0.39
Progress 8 Score 2016-17	-0.19	-0.63	+0.09	-0.44
Progress 8 Score 2017-18	+0.02	-0.18	+0.12	-0.30
Progress 8 Score 2018-19	+0.21*	+0.10*	+0.25*	-0.16*
National Progress 8 Score 2017-18	0	-0.40	+0.11	-0.51
Bucks Progress 8 Score 2017-18	+0.22	-0.38	+0.32	-0.70

Secondary Attainment 2018-19				
	All	Pupils eligible for PP	Other pupils not eligible for PP	Difference between PP and non-PP
Attainment 8 score				
Attainment 8 score 2015-16	39.3	30.7	43.1	12.4
Attainment 8 score 2016-17	36.33	28.6	41.0	12.4
Attainment 8 score 2017-18	41.6	37.0	43.8	6.8
Attainment 8 score 2018-19	43.47*	39.73*	45.17*	5.5*
National Attainment 8 score 2017-18	46.3	37.0	49.8	12.8
Bucks Attainment 8 Score 2017-18	55	38.7	57.6	18.9

\* Not yet validated scores.

Year 6:

Primary attainment in reading writing and mathematics 2018-19				
	All	Pupils eligible for PP	Other pupils not eligible for PP	Difference between PP and non-PP
Percentage of students achieving expected standard in reading, writing and mathematics in 2017-18	62	60	63	3
Percentage of students achieving expected standard in reading, writing and mathematics in 2018-19	40	Supp	58	Supp
National percentage of students achieving expected standard in reading, writing and mathematics in 2018-19	65	51	71	20

Supp – this data has been suppressed because it would allow identification of individual students within the cohort due to the small numbers of students involved.

Year 1:

Primary attainment in reading writing and mathematics 2018-19				
	All	Pupils eligible for PP	Other pupils not eligible for PP	Difference between PP and non-PP
Percentage of students achieving expected standard in phonics in 2017-18	90	80	91	11
Percentage of students achieving expected standard in phonics in 2018-19	78	45	85	40
National percentage of students achieving expected standard in phonics in 2018-19	82	70	84	14

Characteristics and Desired Outcomes

Characteristics of PPG students at Aylesbury Vale Academy
<p>In school barriers to progress:</p> <ul style="list-style-type: none"> <li>• Children enter the academy with low oral, basic maths and literacy skills.</li> <li>• Children enter the academy significantly below national expected levels either in Reception or in Year 7.</li> <li>• Learning behaviours take time to become embedded.</li> </ul> <p>Out of school barriers to progress:</p> <ul style="list-style-type: none"> <li>• Some students have fewer life experiences which may lead to low levels of aspiration.</li> <li>• Levels of parental engagement and support with independent work vary.</li> <li>• Levels of attendance are variable and can often be a barrier to learning.</li> </ul>

Desired Outcomes 2019-20	
Desired outcomes and how they will be measured	Success criteria
A - Improved quality of teaching for all students.	Secondary phase - PP student attainment to reach an average A8 score of 42. Primary phase - to make accelerated progress in 2019-20 and for 60% or more students achieve expected progress in reading, writing and mathematics.
B - Staffing to provide opportunities for intervention and teaching in smaller groups to further close the gap to national.	Secondary phase - progress improves to close the gap with non-PP students to a difference in P8 scores of below 0.1. Primary phase - to achieve gap - in line with national - between students achieving expected progress in reading, writing and mathematics with national non-PP students.
C - To ensure PPG students achieve high levels of attendance and have full access to an enriched school programme which both develops a love of learning and increases student's skills in learning how to learn.	Continued improved attendance record. Reduced behaviour and points and increased achievement points to demonstrate that students are lesson ready. Continued high percentage attendance in enrichment activities.

Planned provision for 2019-20							
PPG contribution	Desired outcome	Year group	Chosen action / approach	Rationale	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
£5,000	A - Improved quality of teaching for all students.	7-11	Member of SLT to lead on PPG interventions.	To regularly review and improve provision.	Member of SLT to monitor PPG spending and ensure that it is being used effectively to diminish the difference in attainment between PPG students and non-PPG students at KS1-4.	AWE	April 2020
£50,000		7-11	Year group leads to lead on the PPG provision for students in each year group.	To regularly review and improve provision.	Achievement Directors in each for each year group to take a lead on the progress being made for each PPG student in their year group and diminish the difference in attainment.	RLE, ALO, SDU,HBR, ALU	April 2020
£12,000		7-11	Curriculum leads on PPG students.	To regularly review and improve provision.	Additional funding towards the CL of English, Maths and Science to monitor progress of PPG students in those subjects and plan interventions to diminish the difference in attainment.	RCO SHU CKI	April 2020
£1,235		1-11	All classrooms to include a Provision Map for PPG students. Teachers prioritise students in their seating plans in classroom using MintClass	To ensure all staff make PPG a priority.	CPD and regular learning walks to ensure consistency of provision.	AWE/SLU	April 2020
-		1-11	All staff to include an annual appraisal target linked to PPG students.	To ensure all staff make PPG a priority.	All appraisal documents reviewed by RBU.	GGI/RBU CBA/SLU	April 2020

£4,000		1-6	Member of Primary Phase SLT to lead on PPG interventions.	To regularly review and improve provision.	Member of Primary Phase SLT to monitor PPG spending and ensure that it is being used effectively to diminish the difference in attainment between PPG students and non-PPG students at KS1-2. Ensure that PP children get the personalised provision they need to close any gaps which may have emerged with peers. Use of pre-teaching to ensure PP children start lessons on an even footing with the more independent children in their class.	SLU	April 2020
£16,000		1-6	Key Stage leaders to lead on the PPG provision for students in each phase.	To regularly review and improve provision.	Primary SLT to lead progress meetings and ensure that KS leaders and class teachers are identifying and providing personalised support for PP students to ensure that they are diminishing differences in attainment.	CBA/SLU	April 2019
£31,000		1-6	Additional staffing budget to allow support greater range of primary teachers.	High quality TL&A for all students. Sutton Trust.	Primary Class Provision Maps to plan and evidence personalised provision being given to PPG students in lessons completed in conjunction with HLTAs.	SLU	April 2020
					Learning walks for teachers and rigorous book scrutiny and moderation with established school links. Targeted CPD for all staff to ensure high quality interventions provided for vulnerable learners. HLSAs empowered to lead effectively on SEN and PP interventions within their phase.	CBA/SLU	April 2019

£19,000	B - Staffing to provide opportunities for intervention and teaching in smaller groups.	11	Additional staffing at secondary phase.	Extended school day	Cost towards extending the school day for all Y11 students with an extra hour of contact time for Monday-Thursday time to focus on key concepts in preparation for GCSE exams.	RLE	April 2020
£19,000		10	Additional staffing at secondary phase.	Extended school day	Cost towards extending the school day for all Y10 students with an hour of extra-curricular provision to increase their cultural capacity and develop independent learning skills.	ALO	April 2020
£20,900		7-11	Additional staffing at secondary phase.	Small group work - Sutton trust	Cost towards extra teaching capacity in English to reduce class sizes and allow for small group intervention and some DSP time.	RCO	April 2020
£20,900		7-11	Additional staffing at secondary phase.	Small group work - Sutton trust	Cost towards extra teaching capacity in Maths to reduce class sizes and allow for small group intervention and some DSP time.	SHU	April 2020
£20,900		7-11	Additional staffing at secondary phase.	Small group work - Sutton trust	Cost towards extra teaching capacity in Science to reduce class sizes and allow for small group intervention and some DSP time.	CKI	April 2020
£14,700		7-11	Additional staffing at secondary phase.	Small group work - Sutton trust	Cost towards extra teaching capacity in across other departments to reduce class sizes and allow for small group intervention and some DSP time.	AWE	April 2020
£24,000		8	Catch up programmes run for English and Maths.	Staffing to provide individualised learning for key students.	Staff to support students with a rigorous programme to support existing teachers with numeracy and literacy. Regular assessment to ensure students are making additional progress and catching up with their peers.	RCO / SHU	April 2020

£6,000		1-6	Early interventions identified from Baseline assessment for children who need to make accelerated progress.	To regularly review and improve provision.	Early Years teachers and Early Years leader to ensure that targeted interventions for their own classes are supported, for precise and timely interventions where progress is tracked half termly.	LGE	April 2020
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£16,000	C - To ensure PPG students have full access to an enriched school programme.	7-11	Attendance officer to prioritise PPG students when following up on attendance issues.	Improved attendance linked to improved attainment.	Weekly interventions for students with low attendance. Reports generated for ADs and tutors to improve attendance. Students at risk of persistent absence in each to be monitored by AP or tutors to ensure rapid interventions are put in place when necessary.	BLE	April 2020
£8,000		7-11	Keeping the library open after school to allow PPG students access to a suitable environment to work in.	Increased independence.	To provide an area and access to PCs for PPG students to work on after school.	ACL	April 2020
£8,000		7-11	Homework club.	Increased independence.	To provide an area and access to PCs for disadvantaged students along with staff support on homework.	NBO	April 2020
£5,200		7-11	Use of SMHW to coordinate with parent/carers.	Increased independence.	Homework lead teacher to monitor the provision of homework and the completion rates through SMHW.	MRA	April 2020
£6,300		9-11	Careers advice.	Develop aspirational students.	Prioritise PPG students through ADs.	DAN	April 2020
£9,000		7-11	Breakfast club revision group.	Increased independence. Ensure students are lesson ready.	Focused intervention led by JGI on students who will benefit.	AWE	April 2020
£4,000		7-11	Pencil cases, equipment, calculator and uniform where necessary.	Increased independence. Ensure students are lesson ready.	Ensuring that students are lesson ready.	JGI, HBR, ALO, SDU, ALU	April 2020

£6,000		7-11	Trips and visits.	Increase opportunities & experiences.	All PPG will be able to attend trips which may have incurred additional cost.	AWE	April 2020
£9,000		1-6	Pupil Support Office to lead on family support, attendance and punctuality.	Links between attendance and outcomes.	Attendance officer to work through data and track children. Certificates for good attendance, improved punctuality etc. To be given in celebration assembly.	BG	April 2020
£3,100			Including provision of milk and fruit for PPG students.	Ensure students are learning ready.	Class teachers and TAs ensure students receive provision.	SLU/EJE	April 2020
£9,000		1-6	Enrichment clubs.	Strengthen links with school.	Children will regularly attend and be put forward for tailored clubs to their strengths and interests. These will be support children during and after school. Children will be tracked and managed each half term	LG	April 2020
£8,000		1-6	Provide basic uniform set.	Ensure students are lesson ready.	Ensure we develop strong relationships with parents and encourage them to apply for FSM and PP funding where appropriate.	BG	September 2020
£5,500		1-6	Trips and visits.	Increase opportunities & experiences.	All PPG students will have the opportunity to attend school trips/visits.	SLU	April 2020

Review of 2018-19 PPG spending					
PPG contribution	Desired outcome	Year groups	Chosen action / approach	Actual impact	Lessons learned
£152,294	A - Improved quality of teaching for all students.	R-11	Staffing - across academy.	Overall effectiveness of AVA has risen from Inadequate to Good (Ofsted, 2019) and the quality of Teaching, learning and assessment has risen from Inadequate to Good (Ofsted, 2019). This reflects an unrelenting drive to improve the quality of teaching for all students. Staff are fully aware of the PPG students in their classes and PPG students are they plan a higher level of specific provision for them in lessons. This is demonstrated through learning walks and lesson observations. The percentage of lessons graded good or better has increased significantly and improved outcomes for students have followed.	Continue to grow a deeper understanding of the strengths and barriers for individual PPG students and ensure that this information is shared regularly.  Use staff CPD to develop the teaching skills they needed to become successful lifelong independent learners.
£131,395	B - Staffing to provide intervention opportunities and teaching in smaller groups.	R-11	Small group intervention	Teachers are ensuring that the PPG students in their classes are receiving the specific support and interventions relevant to them. This has been observed through learning walks and lesson observations and has resulted in a greatly reduced gap in progress made between PPG students and the rest of the cohort. Disadvantaged Student Provision has been used effectively to ensure that students receive high quality support in lessons when it is needed.	There is still a gap between the progress made by PPG students and non-PPG students. We need to use a variety of measures to demonstrate the impact of small group interventions looking at both the progress during the intervention and the effects that this has on overall progress measures.

£87,988	C - To ensure PPG students have full access to an enriched school programme.	R-11	Enrichment and ensuring access to the curriculum.	<p>Students are becoming more engaged with school and parents are become more supportive of learning outside the school day.</p> <p>Attendance at Year 11 Lesson 6 (an extended school day) has been a huge success and a higher percentage of PPG students attend enrichment activities than non-PPG.</p> <p>Extra-curricular provision is usually filled in primary. PP students have always been given priority places. Extra-curricular activities in both phases contain a higher proportion of PP students than the school reflecting the popularity of this intervention and that is reaching the students who benefit from it the most.</p>	Careful allocation of resources to ensure maximum impact of an extended curriculum on students' outcomes.
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