



ALSOP HIGH SCHOOL

TECHNOLOGY & APPLIED  
LEARNING SPECIALIST COLLEGE

## **Pupil Premium Strategy**

**September 2012 – August 2013**

**Aim:**

**To raise the attainment, achievement and aspirations of Pupil  
Premium students**

## Purpose

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- The Government believes the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities between children eligible for free school meals (FSM) and their peers, by ensuring funding to tackle disadvantage, reaches the pupils who need it most.
- It is for schools to decide how the Pupil Premium is spent, since they are best placed to assess what additional provision should be made for the individual pupils within their responsibility.
- At Alsop, we find Pupil Premium an essential component to our school funding, which allows us to introduce, analyse and build strategies which ensure our students, in receipt of the grant, have a complete educational experience, attain their full potential and the 'gap' between them and their peers is 'narrowed'.

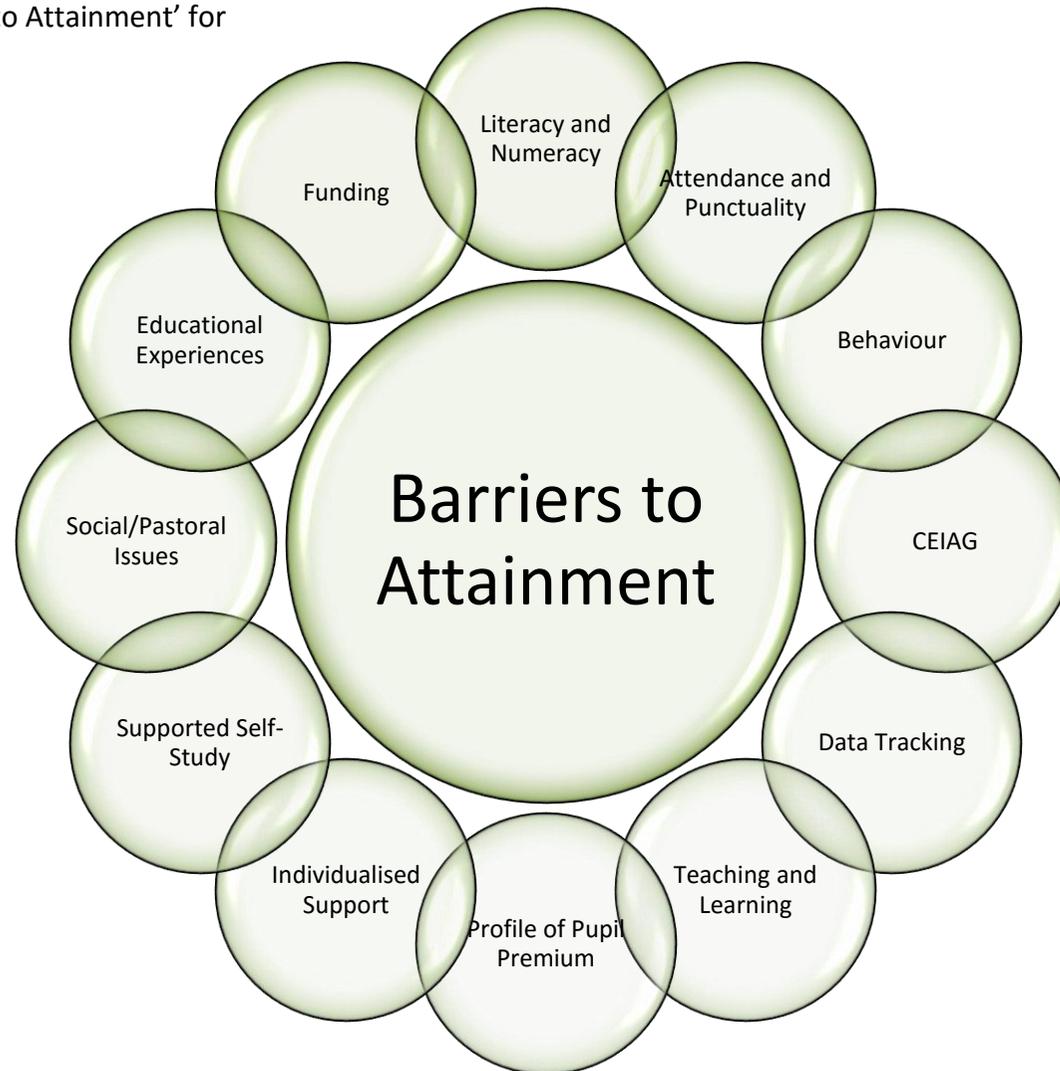
## Finance

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- Allocated in terms of a financial year (April to April)
- Accountability and evaluation are presented in terms of an Academic Year (Sept – Sept)
- Meaning 5/12 are taken from the current financial year's grant, with 7/12 to be taken from the following year
- Following this format, the amount of Pupil Premium received in Alsop High School is:

| Dates<br>(financial)    | Amount<br>(£) | Dates<br>(academic)    | Amount<br>(£) |
|-------------------------|---------------|------------------------|---------------|
| April 2012 – April 2013 | 522,600       | Sept 2011 – Sept 2012  | 407,840       |
| April 2013 - April 2014 | 802,800       | Sept 2012 – Sept 2013  | 639,350       |
|                         |               | Sept 2013 – April 2014 | 468,300       |

We strategise the spending of our Pupil Premium Grant to overcome what we consider to be the 'Barriers to Attainment' for our disadvantaged students.



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## School Context 2012

Our School Vision states "Alsop High School is a school of first choice, with a welcoming, caring and successful environment which promotes and values the achievement of all students." We aim to ensure this ethos is maintained by appropriating our Pupil Premium Funding in the right areas to ensure success for our disadvantaged students.

|                       | 2010  | 2011  | 2012  |    | 20th percentile | 40th percentile | 60th percentile | 80th percentile |       |
|-----------------------|-------|-------|-------|----|-----------------|-----------------|-----------------|-----------------|-------|
| <b>Number on roll</b> |       |       |       |    |                 |                 |                 |                 |       |
| School                | 1,763 | 1,786 | 1,776 |    |                 |                 |                 |                 |       |
| National              | 984   | 986   | 980   | 48 | 665             | 873             | 1,061           | 1,315           | 2,535 |

|  | 2010 | 2011 | 2012 |     | 20th percentile | 40th percentile | 60th percentile | 80th percentile |      |
|--|------|------|------|-----|-----------------|-----------------|-----------------|-----------------|------|
| <b>% of pupils known to be eligible for free school meals (FSM)*</b> |      |      |      |     |                 |                 |                 |                 |      |
| School   | 47.6 | 46.0 | 62.0 |     |                 |                 |                 |                 |      |
| National   | 15.4 | 15.9 | 26.7 | 0.7 | 12.7            | 19.3            | 27.8            | 41.9            | 91.0 |

|                                     | 2010 | 2011 | 2012 |      | 20th percentile | 40th percentile | 60th percentile | 80th percentile |      |
|-------------------------------------|------|------|------|------|-----------------|-----------------|-----------------|-----------------|------|
| <b>School Deprivation Indicator</b> |      |      |      |      |                 |                 |                 |                 |      |
| School                              | 0.52 | 0.48 | 0.48 |      |                 |                 |                 |                 |      |
| National                            | 0.22 | 0.21 | 0.21 | 0.04 | 0.11            | 0.16            | 0.22            | 0.32            | 0.64 |

|                | Year 7 | Year 8 | Year 9 | Year 10 | Year 11 |
|----------------|--------|--------|--------|---------|---------|
| Number on roll | 278    | 301    | 287    | 292     | 281     |
| %FSM*          | 67.6   | 62.1   | 62.7   | 61      | 56.6    |

*\*Please note that the above data was sourced from Raise Online dataset 2012*

- There are 1776 students on roll, including the sixth form (Raise Online)
- 62.0% of students (Years 7-11) have been entitled to FSM; this is significantly higher than the national average of 26.7% (Raiseonline dataset for 2012), with a number of Looked After Children from 2 Local Authorities. There are 885 pupils who are able to access support through the Pupil Premium funding.
- We strive to ensure all students affected by deprivation factors are benefitted by this funding and continually update Key to Success data to ensure a current and precise Pupil Premium cohort.

### **Key facts - September 2012- September 2013 - £639,350**

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- The level of the premium in April 2012 – April 2013 was increased to £600 per eligible pupil and was extended to pupils who have been eligible for FSM on any pupil level census in the last 6 years (known as ‘Ever 6’). This widened our cohort of eligible students and increased our funding
- School eligibility for Pupil Premium was based on January 2012 school census figures for pupils who meet the above criteria. For looked after children the Pupil Premium was calculated using the Children looked after data returns
- The level of the premium was further increased in April 2013 - April 2014 to £900 per eligible pupil

## Deployment of Spending September 2012 – September 2013

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We continued with the following schemes from 2011- 2012, as following research and analysis they proved to have an **Impact** on our Pupil Premium cohort and we used Pupil Premium funding to maintain their upkeep and development.

- Access Centre and Staff
- Attendance Officers (hours increased to Full Time)
- CEIAG
- Data and Examination Team (expansion)
- Easter Revision Classes
- Education Welfare Officer (LEA)
- IFP Program (in a reduced capacity)
- Intervention Lessons (Extra-curricular)
- Intervention Lessons (Internal)
- Lowering pupil/teacher ratio
- Pastoral rewards budget
- Pastoral Support Mentors
- Planners
- Primary Liaison (expansion)
- Senior Leadership roles (from temporary to permanent)
- Study Clubs
- Subsidy of extracurricular activities

**After analysis, discussion and strategising we decided to spend our remaining Pupil Premium Grant in the following areas:**

| Title   | Purpose  | Pupil Premium Funding<br>£ |
|---|--|----------------------------|
| <b>Access Centre (Expansion) and Staff (part funded)</b>              | Due to its success as an integral aspect of the school, the Access Centre was expanded to incorporate two separate centres dealing with Key Stage 3 and Key Stage 4, an extra member of staff was employed to deal with the increasing number of students and relevant external support was appropriated to help support students with social and academic issues, who need pastoral and academic support to remain in education. Individual programmes of study are designed, to allow these vulnerable students to progress; it is also used as a drop- in centre for vulnerable students throughout the school day and on a short term basis to integrate students back into the school community | <b>30,000</b>              |
| <b>Art Foundation Course (Creation and Development – part funded)</b> | We transformed areas within a school based listed-building (Rectory) into an establishment, capable of delivering a Post 18 course, allowing for entry into University to study Art. This followed research on the drop-out rate of our students entering The Art Foundation Course and we are one of the few schools in the country to provide this facility. We employed qualified staff with an ability to teach at the required level and standard to allow students access to limited University places.  | <b>25,000</b>              |
| <b>Attendance Officers (increased capacity)</b>                       | We employed an extra full time Attendance Officers to work during the morning to organise registers and deal with student absence, on a First Day response basis and to follow up any subsequent absences. The Attendance officers also organise the late slip procedure.  | <b>18,000</b>              |
| <b>Attendance Team Office (part funded)</b>                           | We created a new working area in The Learning Resource Centre, for the Attendance Team to be housed, allowing full access to students and relevant facilities to ensure confidential contact home can be made  | <b>5,000</b>               |
| <b>Breakfast Club</b>   | We trialled a system in The Summer Term to include an additional allowance for all students in receipt of Free School Meals, allowing them a free breakfast between 8.00am – 8.40 am. Due its success we have continued with this service.   | <b>427</b>                 |
| <b>Bus Passes</b>   | Students in need of travelling to external providers, to allow full access to their chosen course were provided with bus passes  | <b>5,000</b>               |

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| <b>CEIAG (part funded)</b>                                     | Due to the dissipation of Compact, the services of external agencies have been purchased to assist with CAIEG. We have also acquired the use of B-Live program. We expanded the program to incorporate Year 8 students, as they were making their Option choices this year. We run a system with Pupil Premium students given priority interviews, to allow follow up interviews to be introduced where necessary.   | <b>8,000</b>  |
| <b>Data and Examination Office (part funded)</b>               | It was essential to create an area to house 3 members of staff, providing access to appropriate technology, which will allow our data tracking and examination systems to run effectively.   | <b>7,000</b>  |
| <b>Data and Examination Team</b>                               | We employed a further 2 full-time members of staff to ensure all data is valid within all Key Stages. They collect, analyse and disseminate the data using relevant tracking tools to ensure staff, students and parents are aware of pupil progress. Following a review of our systems of Tracking and Monitoring student progress, we introduced a more frequent, yet simplified system which will allow for the tracking and close analysis of student attainment. In turn this will allow us to introduce early intervention strategies. This is continually being modified and adapted according to specific needs and requirements of the school. They also control and monitor our exam entries and results service, as well as implement stringent internal examinations to prepare students for future exams. | <b>30,000</b> |
| <b>Easter Revision Classes</b>                                 | To ensure our Year 11 students were effectively prepared for their external examinations we provided students in need of support classes over the Easter holidays.   | <b>2,730</b>  |
| <b>Education Welfare Officer</b>                               | Due to changes in LEA provision, the assistance and support of an Education Welfare Officer, has to be purchased directly from the LEA by the school the school. We paid for the services of a Local Authority EWO for 2 full days a week  | <b>18,150</b> |
| <b>External examinations (Appropriate entry – part funded)</b> | Through use of our tracking procedures we entered students at appropriate stages for GCSE's, taking into account academic ability and social and pastoral influences, providing an introduction to examinations and a grounding for students to improve from, whilst having an informed knowledge about the expectations of both the examination and the full syllabus   | <b>50,000</b> |
| <b>Home-School Liaison Officer</b>                             | We employed a Home-School Liaison Officer, to head a newly formed Attendance Team, whose aim is to improve whole school attendance, via outreach work. This role is aimed to work directly with students and families, providing support and guidance in areas of social, personal and academic difficulties   | <b>33,229</b> |

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|--|--|---------------|
| <b>Improving Curriculum Bonus (EBacc subjects)</b>       | We re-visited our staffing analysis and employed additional staff in Ebacc subjects, to provide both support and direction to students in danger of not reaching their target grade. We reduced the sizes of classes; ensuring students have greater access to teachers during lesson time and enabling the teacher to have greater focus on Pupil Premium students.   | <b>48,030</b> |
| <b>Increased Flexibility Program (IFP – part funded)</b> | It is recognised within the school, a small number of students may not make their expected progress, whilst educated within the usual school environment, following an academic curriculum. Instead, we have searched for contemporary strategies, locations and courses allowing our students to flourish and surpass their target grades, working towards more vocational qualifications. We expanded our IFP to maintain a stronghold of effective course providers who are aware of the wants and needs of individual pupils | <b>60,000</b> |
| <b>Intervention (curriculum time – part funded)</b>      | We closely analysed assessment data, leading to pupil premium students being early identified as in need of intervention in important subject areas to ensure they reach their target grades. We ensured these students were targeted with appropriate intervention during the school day. This involved the need to re-timetable and create different teaching cohorts, including pupil premium students  | <b>43,200</b> |
| <b>Intervention (extra-curricular)</b>                   | We further scrutinised the data, to allow the catchment groups to widen and incorporated those students who cannot be released from their normal curriculum  | <b>25,000</b> |
| <b>I-pads for use in Science faculty and Access</b>      | As Alsop is continually working on new initiatives and developing new technology to ensure all students can involve themselves successfully in all aspects of the curriculum; I pads were purchased to allow students access to technology which may stimulate and improve attainment.   | <b>4,500</b>  |
| <b>Learning Support Assistants (part funded)</b>         | We employ a favourable ratio of trained Learning Support Assistants who work with individuals and groups of students both in the classroom and via extraction. These are housed within our successful SEN faculty – 46% of our SEN cohort are Pupil Premium  | <b>50,000</b> |
| <b>Lexia – reading Program</b>                           | To assist students with low reading ages. Providing transferable skills, allowing access to a full curriculum. This program was purchased for use within the SEN faculty   | <b>9,000</b>  |
| <b>Literacy and Numeracy Classroom</b>                   | A learning area was created to house a Key Stage 2 – 3 teaching group, which we plan to introduce next academic year.  | <b>20,000</b> |

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|--|---|---------------|
| <b>Literacy and Numeracy lessons (part funded)</b> | We included focussed Literacy and Numeracy lessons for Years 7, 8 and 9, to ensure all students have the Literacy and Numeracy skills to allow access to the GCSE curriculum.   | <b>40,000</b> |
| <b>Literacy and Numeracy TLR's</b>                 | We have specific teachers to co-ordinate and organise our Literacy and Numeracy programmes with an Assistant and Deputy Head overseeing the implementation.   | <b>8,000</b>  |
| <b>Leadership &amp; Management support</b>         | The Senior Leadership Team was expanded, to ensure all relevant areas of the School Development Plan were covered by qualified members of staff. This enabled strategic planning to be incorporated in all areas, with relevant Senior Leaders having direction and knowledge to ensure the progress and attainment of students.  | <b>4,000</b>  |
| <b>Marking Policy</b>                              | We revisited our Marking Policy and introduced a system which is feedback led, ensuring the students become active participants in the Learning and become more efficient in strategising their own development.  | <b>1,000</b>  |
| <b>Pastoral Support Mentors (part funded)</b>      | A number of our students have personal and social issues, requiring additional pastoral support. Our Pastoral support mentors provide support both in school and at home to more vulnerable members of the school community. This support comes from both academic and pastoral spheres, with the PSM's working as a lynch pin connecting students to school, strengthening the triumvirate which encompasses students' progression and attainment.                   | <b>20,000</b> |
| <b>Planners</b>                                    | We purchased planners for all students to direct them to improve their individual responsibility and progress.  | <b>3,239</b>  |
| <b>Primary Liaison (expansion)</b>                 | We have expanded our Primary Liaison programme within the school to ensure constant contact with our feeder primary schools. We have teaching staff working as outreach and hold weekly programmes within school for primary students to visit and experience a variety of learning processes. This helps prepare primary students both mentally and academically for the transition into secondary school and assists in preventing a lapse in the learning process. | <b>15,448</b> |

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|---|---|---------------|
| <b>Pupil Premium School Improvement Group</b>       | A staff group was established to analyse the requirements of the disadvantaged students in the school and to appropriate funding to areas which needed support. We created a system for extra funding to support Premium Pupils, which faculties and year groups can apply for, to engage strategies which will support the attainment of our disadvantaged students. | <b>13,000</b> |
| <b>Pupil progress files</b>                         | Students needed to be aware of the progress they are making and need to develop analytical and evaluative means to ensure full personal and academic development. Progress Files were used during PSHCE time allowing students to reflect on their achievements and areas for development.  | <b>1,239</b>  |
| <b>Reading Boxes</b>                                | We introduced a stand-alone Reading lesson in support of our Literacy Strategy; as such Reading boxes had to be purchased to ensure each partaking classroom had enough reading materials for students.   | <b>1,000</b>  |
| <b>Reading Buddy Scheme</b>                         | We recruited the assistance of VI form students to introduce a Reading Buddy scheme to support low literacy skills.   | <b>150</b>    |
| <b>Refurbishing IT suites (part funded)</b>         | It is essential to provide technology facilities which are suited to the needs of the curriculum, allowing access for all members of the school community. We part funded the refurbishment of the IT suites.   | <b>35,000</b> |
| <b>Rewards (part funded)</b>                        | Previous rationale with regards to rewards focussed on high achievers or low achievers who have made some progress. However at Alsop we believe all students should have the opportunity to be rewarded for being a valuable member of the school community. These rewards were monitored and awarded by the Pastoral Team. We also introduced 'Star of the Week'     | <b>6,000</b>  |
| <b>Staff Training and Development (part funded)</b> | Following evaluation of our performance Management system we introduced a new appraisal system to ensure students are receiving the best quality teaching. We incorporated a weekly training schedule within the school ('Wonderful Wednesday'), focussing staff on areas of new developments.  | <b>10,000</b> |
| <b>Study clubs / Extra-curricular clubs</b>         | Guidance and support with regards to homework and directed study, was provided for those students who required it. Students needed to be provided with a safe working environment utilising the benefits of new technology which cannot always be provided at home.   | <b>5,000</b>  |

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|--|---|------------------------|
| <b>Subsidise educational experiences</b>                                 | There are variety of recreational school trips and activities which at times are not accessible to all students with regards to personal situations. Partial funding was provided to allow all students access to a full curriculum and to improve attainment.                                    | <b>6,000</b>           |
| <b>Survey Monkey</b>   | We purchased an online system which allows us to take account of student, parent and staff voice. This will enable us to direct our strategies towards the needs and requirements of specific stakeholders.   | <b>400</b>             |
| <b>Summer School</b>   | We held a large successful Summer School for Key stage 2 students about to begin in Year 7 in Alsop. This run for 4 weeks and involved 126 students.  | <b>Separate budget</b> |
| <b>Teaching and Learning (part funded)</b>                               | Working parties were established focussing on Teaching and Learning, Coaching and Mentoring, Marking, Homework and Pupil Premium. These were areas which we believed needed renewed focus. CPD genie and Staff Training and Development.  | <b>1,500</b>           |
| <b>Truancy Call</b>  | We purchased a text and e-mail based system, which allows for groups of parents to be contacted immediately to request confirmation of student absence and to inform of late arrival to school. This also allows parents to be group contacted by e-mail with regards to important school events. | <b>3,500</b>           |
| <b>Uniform allowance</b>   | 10% was deducted from the badged uniform bill (purchased from the school), to financially assist the families of Pupil premium students.  | <b>4,000</b>           |
| <b>Walton Youth Project</b>  | Walton Youth project run many successful schemes in the local area, including a young persons' support club, which is held in a purpose modified centre within the school. We also provided financial support for the mini bus.   | <b>3,000</b>           |
| <b>Any Pupil Premium overspend was covered by the main school budget</b> |   | <b>673,742</b>         |

## IMPACT

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The impact of our Pupil Premium Funding has been highlighted , using the following measures, which show the impact our spend has had on our disadvantaged cohort:

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### School Level Exclusions

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- Fixed term exclusions - Alsop FSM **(5.75%)** / National Average FSM **(19.17%)**
- 1 or more Fixed term exclusion - Alsop FSM **(3.95%)** / National Average FSM **(9.6%)**
- Permanent exclusions – Alsop FSM **(0.00%)** / National Average FSM **(0.29%)**

### Attendance

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- The attendance of our FSM cohort increased by 0.11% from 90.40% to 90.51%. This is 0.16% above the LA average
- Our FSM PA is 0.38% below sector average
- Whole school attendance has increased from 92.3 in 2011 to 92.9 in 2013

## Attainment

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- Increased the Average Capped Total Points Score (best 8 Subjects) of all students – Alsop 2012 (**318.6**), 2013 (**340.6**) / National (**338.3**)
- Increased the percentage of candidates achieving 5 A\*- G at GCSE or equivalent by **6%** - Alsop 2012 (**92%**), 2013 (**98%**) / National (**95%**)
- Narrowed the gap between FSM and Non-FSM candidates achieving 5 A\*-C (all qualifications) inc. Eng. and Maths by **12%** - Alsop 2012 (**26% Gap**), 2013 (**14% Gap**)
- Increased the percentage of FSM students achieving EBacc threshold by **7%** - Alsop 2012 (**5%**), 2013 (**12%**)
- Narrowed the gap between FSM and Non FSM 5A\*- C (all qualifications) by **6%** - Alsop 2012 (**12% Gap**), 2013 (**6% Gap**) – **2%** above National FSM (**10%**)
- Eliminated the gap between FSM and Non FSM 5A\*- G - Alsop 2012 (**9% Gap**), 2013 (**0% Gap**)
- Narrowed the gap between FSM and Non FSM 5A\*- C inc. Eng. and Maths by **10%** - Alsop 2012 (**27% Gap**), 2013 (**10% Gap**)
- FSM Capped total point score with equivalencies has improved from **-4.7** below National in 2012 to **Sig + 26.8** in 2013
- Narrowed the gap between Alsop FSM and Non FSM Capped total point score (GCSE only) by **21** – Alsop 2012 (**76.7**), 2013 (**55.7**), (National Gap, **84**, 2013)
- Narrowed the gap between Alsop FSM and National FSM Capped total point score (GCSE only) by **38** - 2012 (**85.0 Gap**), 2013 (**47 Gap**)
- Narrowed the gap between Alsop FSM and National FSM Total point score (GCSE only) by **39.5** – 2012 (**105 Gap**), 2013 (**66.5 Gap**)
- Narrowed the gap between Alsop FSM and non FSM Total point score (GCSE only) by **25.5** - 2012 (**81.7 Gap**), 2013 (**56.2 Gap**)

## English Bacculaureate Subjects

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- Narrowed the gap between Alsop FSM and National FSM English by **9%** - Alsop 2012 (**36%**), National (**47%**) – Gap **11%** / Alsop 2013 (**48%**), National (**50%**) – Gap **2%**

- Narrowed the gap between Alsop FSM and National FSM Science by **+5%** - Alsop 2012 (**80%**), National (**60%**) – Gap **+20%** / Alsop 2013 (**93%**), National (**58%**) – Gap **+25%**
- Narrowed the gap between Alsop FSM and National FSM Languages by **+4%** - Alsop 2012 (**73%**), National (**60%**) – Gap **+13%** / Alsop 2013 (**76%**), National (**59%**) - Gap **+17%**
- Narrowed the gap between Alsop FSM and Alsop Non FSM Maths by **10%** - Alsop 2012 (**27% Gap**), 2013 (**17% Gap**)
- Narrowed the gap between Alsop FSM and Alsop Non FSM English Baccalaureate by **7%** - Alsop 2012 (**17% Gap**), Alsop 2013 (**10% Gap**)
- Narrowed the gap between Alsop FSM and Alsop Non FSM Humanities by **8%** - Alsop 2012 (**32% Gap**), Alsop 2013 (**24% Gap**)

\*Data taken from unvalidated RAISEOnline Nov '13

## Value Added

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\*Data taken from DfE Performance tables Jan '14

|            | 2012  | 2013   | Increase | National |
|------------|-------|--------|----------|----------|
| est 8      | 966.0 | 995.9  | 29.9     | 983.5    |
| English    | 992.4 | 995.9  | 3.5      |          |
| Maths      | 995.5 | 995.9  | 0.4      |          |
| Science    | 995.6 | 1001.1 | 5.5      |          |
| Humanities | 994.3 | 996.4  | 2.1      |          |
| Languages  | 999.8 | 1001.3 | 1.5      |          |