



PUPIL PREMIUM Impact Statement

2019-2020

The 'Pupil Premium' is available for Schools and Academies to provide additional support for students who are in receipt of free school meals or have been eligible to receive them at any point within the past six years

The total income from the Pupil Premium in 2019-20 was £192,610. A breakdown of how the Pupil Premium was spent and a review of its impact can be found on the following pages.

Each of the strategies outlined in the action plan have been carefully chosen to allow the funding to have greatest impact on disadvantaged students.

The rationale has been linked to evidence of impact from the Education Endowment Fund Research, the Sutton Trust and experience over a number of years.

At Altrincham College, the main barriers to achievement are:

1. The attendance of disadvantaged students and the engagement of their parents with school.

Many students (approx. 60% of disadvantaged students) at Altrincham College rely on buses for transport to and from school. This presents significant barriers to attendance on the occasions that a school bus misses a stop, is late or the student misses the bus. In many cases, students are unable to fund alternative bus or other transport costs and this can lead to an entire day of school missed, along with the subsequent learning opportunities.

2. The engagement of disadvantaged students with the broad and varied curriculum at Altrincham College.

In particular, ensuring consistently positive behaviour for learning can be challenging for some disadvantaged students and at times this presents huge barriers to their progress in school. The teacher-student ratio can also be a significant barrier to achievement, particularly at a time where class sizes are generally increasing.

3. Low levels of literacy, numeracy and oral skills.

Literacy and numeracy underpin the entire curriculum and where a disadvantaged student is struggling in this area, it can hamper their progress further across multiple subjects and impact on their social mobility Post 16.

4. Aspirations.

For some disadvantaged students, low aspirations can be embedded and a significant barrier to their learning and progress during their time at school. The school endeavours to widen every student's cultural capital and encourages the development of resilience and independence throughout their schooling at Altrincham College.

Desired Outcomes of our Strategy

1. The progress (P8) gap at Key Stage 4 between disadvantaged students and national “other” students to be reduced
 2. Transition readiness of PP students from KS3-KS4
 3. Careers/next steps/essential life skills - inspiring students and preparing students for higher education, employment and developing cultural capital.
 4. Mentoring of small, select group of PP students who have multiple exceptionality to improve engagement.
 5. Improve the attendance of disadvantaged students and for the gap to be in line with the national average.
- Attainment and Progress for our disadvantaged students saw a dip in 2020, compared with 2019 data. Nationally, there was an increase in Progress 8 for all students due to implementation of Centre Assessed Grades (CAGs). As a result of the March lockdown and the closure of the English Centre due to a faulty roof, we feel that our PP strategies did not have long enough to embed in order to show impact. Therefore, these strategies will continue into 2020-21 as far as possible under Covid19 restrictions.
 - English saw improvements for disadvantaged students in grades 4+ and this contributed to the narrowing of the gap between disadvantaged and non-disadvantaged students who achieved grades 4+. There was also a narrowing of the gap at grade 7+.
 - Maths saw a narrowing of the gap between disadvantaged and non-disadvantaged students achieving grades 4+. Disadvantaged students achieved the same results at grade 7+, however, with the slight improvement for non-disadvantaged students at grade 7+, this contributed to the disadvantaged gap increasing at grade 7+.

Focus	Rationale	Time/Lead	Intended Outcomes	Chosen Strategies	Impact
Transition readiness of PP students from KS3-KS4.	To support PP students to develop confidence and understanding of how they learn best in order to make informed option choices	AED/HOD/APN	Students confident in their KS4 subject choices when selecting GCSE Options and linking their pathway to KS5.	SLT/Department Link meetings to review student progress. 1:1 student interview with APS re GCSE subject choices.	Following HoD/subject teacher discussions, 1:1 Careers meetings enabled students to discuss and select appropriate onward courses. Parents' evening offered students and parents/carers a chance to discuss appropriate pathways.
Careers/next steps/Life Skills - inspiring students and preparing students for higher /further education, apprenticeships and employment	To develop students' aspirations and give independent advice and guidance on the various pathways available to all students.	APN/HME	That all school leavers leave AC with a place in education, employment or training.	Students in Yr10 and 11 to receive 1:1 meeting to discuss Post 16 options. Students in Yr11 to receive 1:1 guidance meeting regarding apprenticeships.	NEET figures remain at 100%. Careers education and Post 16 option meetings contributed to increased disadvantaged student numbers joining the 6 th Form. 2020 saw an increase in disadvantaged students achieving a place in the 6 th Form (19/75) 25.3% This

					<p>was an increase on the previous year's intake.</p> <p>2019 – (13/72) =18% of cohort, with 100% being retained into Yr13.</p>
					<p>The Duke of Edinburgh's Award contributed to the development of 15 disadvantaged students completing this nationally recognised qualification.</p>
<p>Mentoring of small, select group of PP students who have multiple exceptionality (ie also SEN/EAL).</p>	<p>To offer 1:1 mentoring to support the learning and personal development of a bespoke group of students</p>	<p>DMY/KTY/DMS (data)</p>	<p>Improved attainment and progress and personal resilience.</p>	<p>Define group through data analysis. (PP/EAL/Ethnicity/SEND/ Gender/Attendance) Support individuals through mentoring by SLT</p>	<p>These attended WISH meetings on an invitation basis. This enabled them to develop personal resilience and oracy skills. Selected disadvantaged students worked with Yipiyap graduates in English in 1:1 or small groups. This contributed to the improved GCSE</p>

					performance at Grade 4+. Students attended 1:1 mentoring which again supported their learning and resilience.
A clear correlation has emerged locally and nationally, between the impact of attendance on progress and achievement. There is also a correlation between poor attendance and disadvantaged students. The gap in achievement at AC and the gap in attendance are intrinsically linked and therefore this strategy has been chosen to directly address the underlying causes of poor attendance with disadvantaged students.	Identify barriers to poor attendance and engagement. (EEF and in-house)	LVS/SDY Increase% attendance of PP groups so that the % PP/NPP gap in each year group reduces by 20%. Reduce the % of PP students deemed to be persistent absentees.	Increase in attendance figures of PP students	<p>Toast and TLC offered a safe environment for PP students in the mornings and encourage improvement in their attendance.</p> <p>To pay for a bus pass for 12 identified disadvantaged students.</p> <p>To make regular contact with home to ensure any absence is swiftly followed up with a view</p>	<p>26 students with poor attendance were monitored during Toast and TLC . This saw an improved attendance of 61.95% of the group (16 students).</p> <p>Due to lockdown, we were not able to complete this strategy, but it has been placed on the 2020-2021 Recovery Strategy.</p> <p>This has been helped in some cases but was halted due to lockdown; this aspect of the strategy was</p>

				to students returning as soon as possible	adjusted to ensure online 'attendance' with remote learning tasks and involved PSMs also.
To improve the tracking of low-level attendance issues.	To have a more robust tracking system to flag up attendance issues earlier, then to use the step system.	SDY/LVS	Individual students identified quicker and issues addressed through the fortnightly meetings: EWO/DSL and Pastoral Leads.	Tracking through CPOMS showed issues and improvements, including agencies involved.	With the strategy starting again as far as possible this term we have seen Sept -Dec 2020 saw a 3% improvement on 2019 persistent absenteeism.

In conclusion, there were many initiatives in place to support our disadvantaged students that had successful outcomes, despite the school going into a national lockdown in March 2020 due to Covid19.

Some initiatives, however, were unable to be completed. The development of literacy skills and use of Tier 2 and 3 vocabulary were put on hold due to the closure of our school library and English Centre. It is possible that this contributed to the widening of the attainment gap and some of our disadvantaged students not performing as well, overall, as we had hoped.

In light of the exceptional circumstances that the last academic year brought, some of our initiatives and strategies to support our disadvantaged students have been carried over into our new PP Strategy of which the Covid19 Response Strategy plays a major part.