



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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	Aylesbury High School
Number of pupils in school	1369
Proportion (%) of pupil premium eligible pupils	PP = 3.7% FSM = 5.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	12/11/2024
Date on which it will be reviewed	01/10/2025
Statement authorised by	Harriet Queralt Assistant Headteacher
Pupil premium lead	Yudy Ali
Governor / Trustee lead	Richard Smith

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£81,860
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£81,860

Part A: Pupil premium strategy plan

Statement of intent

Aylesbury High School is recognised as an outstanding school (OFSTED, 2024) where teaching is outstanding and teachers show high levels of commitment. High Quality First teaching is one of our core expectations, which means that what is vital for some is valuable for all. We also take a First In Line approach which prioritises PP and FSM students focusing on excellent classroom teaching, lessons observations and learning walks in order to share good practice. This gives students from all backgrounds the best possible educational experience.

We will make use of the Pupil Premium funding to maintain a high standard of teaching and learning and implement intervention strategies for those students who need additional support. Our intervention strategy will focus on using the National Tutoring Programme to reinforce learning and to raise students' attainment and their confidence.

Aylesbury High School places significant emphasis on co-curricular opportunities and it is important that our Pupil Premium students are facilitated to experience and make the most of these opportunities beyond the classroom.

Due to the lower than average proportion of Pupil Premium eligible students we have at the school, it allows us to tailor our approach to individual needs. Our aim is to focus on each students' key challenge/s that are preventing them from achieving their best, truly treating each student as an individual and not as part of a cohort. To ensure this is effective, we will endeavour to:

- Monitor their attendance and punctuality record
- Maintain regular communication with parents/ guardians
- Adopt an effective system for identifying, assessing and highlighting any areas of need in order to implement early intervention and support
- Have a whole-school approach - collective responsibility and ownership
- Develop confident and independent learners, valued as full members of the school community

Challenges

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

Challenge number	Detail of challenge
1	Students' social, emotional and mental health which reduces their self-confidence and attitude to learning. Unfortunately, as a result of the pandemic and the lack of stability, we have seen a huge rise in referrals.
2	Observations and discussion with teaching and non-teaching staff members show wider gaps in students' knowledge also rose due to the pandemic.
3	Our observations and feedback from parents suggest that there is reduced access to resources. This may be due to a lack of understanding or reluctance to gain available financial resources because of socioeconomic status in a grammar school setting.
4	Our observations and discussions with students show that there is a lack of access to resources to supplement learning outside of the classroom.
5	Access to extended learning opportunities such as visits to ensure that a strategic plan is in place for Pupil Premium students.
6	Restricted access to all the opportunities offered as part of our co-curricular programme due to distance from school to home. Due to the nature of our school, we have students who travel long distances.
7	Low co-curricular engagement in comparison to school average as demonstrated in student survey in June 2024: Lunchtime clubs: 25.8 (PP) 41% (non-PP) AHS after school clubs: 13.7 (PP) 25.4 (non-PP) House events: 46.5 (PP) 61.4% (non-PP)
8	Lower than average PP numbers. Within our school, only 5% students are eligible for Pupil Premium funding. We need to ensure that these students are not overlooked.
9	Current financial situation. Socioeconomic disadvantage may mean students do not have the background knowledge to make connections with learning, have lower levels of oral language (a limiting factor on future attainment) and limited vocabulary making it difficult for them to access lessons. These are all contributing factors to their achievement.
10	Analysis showed that PP students gained more than double behaviour marks during the 2023-24 academic year than non PP students. Also, FSM students had lower than average attendance. We need to support our PP students with this - eg ensuring help with equipment and uniform to reduce behaviour marks/ build strong relationship with parents to tackle attendance

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
To appoint a PP champion to lead the proposed 3 Year Strategy Plan	<ul style="list-style-type: none"> • Annual review of plan - RAG. • Improved GCSE results of cohort • Empowered students - students having a voice. • Improved communication with parents - evidence from surveys. • Termly monitoring of progress data. • Outcome of student progress meetings with relevant staff members. • Improvement in attendance and behaviour data - emphasis on KS4. • Evaluation of effectiveness of 3 Year Strategy Plan. • Governors feedback.
Quality of education as core pillar of Aylesbury High School	<ul style="list-style-type: none"> • Evidenced in improved GCSE results • Ensure the percentage of students achieving a grade 5+ in English and Maths does not fall under 100%. • Progress 8 score (+1.03 in 2024) - for students to continue with the exceptional progress they are making academically during their time at AHS. • Retention of TAs - reduced employee turnover
Effective CPD	<ul style="list-style-type: none"> • Shared strategies and good practice for supporting eligible students. • Effective use of PP funding. • Increased engagement evident in classroom observations and learning walks.
Equip students with the necessary skills/tools/learning space to make exceptional progress.	<ul style="list-style-type: none"> • Evidenced using Seneca learning data • Evidenced in students' grades - identified subjects where students need intervention • Students' behaviour marks are reduced as a result of all PP students having the correct equipment/stationary for all lessons.
To improve aspirations in order to secure post 16 destinations.	<ul style="list-style-type: none"> • Students will have access to good educational and careers advice in order to determine their pathway after GCSE.

	<ul style="list-style-type: none"> ● 100% of PP students attend a meeting with the careers Lead in Year 11. ● Identified students to have a professional mentor in/outside of school - eg offer extra meetings with our independent careers advisor
<p>Provide meaningful support to pupils with Social Emotional Mental Health problems</p>	<ul style="list-style-type: none"> ● Students' survey: <ul style="list-style-type: none"> - Students have a key member of staff they can speak to should they have any worries. - Improved performance and motivation to do well in school. - Raised self esteem - Improved well-being and sense of community - Students feel that there is a clear link with support from CAMHS and school. <p>FSM students improve their attendance</p>
<p>Increase social capital by providing students with financial support to attend co-curricular clubs, activities and visits</p>	<ul style="list-style-type: none"> ● Improve co-curricular attendance for clubs during/ afterschool school and House events ● Liaise with the Assistant Head for PD to increase and monitor engagement in co-curricular activities. ● Students to gain valuable experiences beyond the classroom and in line with their peers - Evidenced in survey from Assistant Head for Personal Development. Evidenced by tracking Request for Financial Assistance Form ● Transport provided in extreme circumstances where students are not able to access activities in school hours.

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: £30,106

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium Lead to oversee the 3 Year Development Plan and become the key contact for parents	<p>Findings from Spotlight on Disadvantage (2019) suggests that schools need to have clear monitoring of both PP students and PP funding.</p> <p>Evidence from the Sutton Trust EEF Teaching & Learning Toolkit states ‘parental engagement is consistently associated with pupils’ success at school, the evidence about how to improve attainment by increasing parental engagement is mixed and much less conclusive, particularly for disadvantaged families’. However studies suggest ‘increasing parental engagement in primary and secondary schools had on average two to three months’ positive impact.</p>	1, 2, 3, 4, 5, 6, 7, 10
Whole school ethos of attainment for all - emphasis on development of TAs and encouragement of our First In Line approach	The DISS study by the University of London, Institute of Education, suggests changes to the way TAs are deployed and trained need to be made if they are to have a positive impact on students’ progress.	2, 10
Strategic CPD - Sept Inset, Friday briefings	The most important factor for attainment and progress is effective teaching. This has been highlighted by the Sutton Trust , whose 2011 report on improving the impact of teachers on pupil achievement in the UK revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds - equivalent to 1.5 years’ worth of learning.	2, 3, 4, 5, 7

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

Budgeted cost: £27,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
Skills, tools and learning space to achieve progress across all Key Stages	<p>Seneca - Seneca online platform gives each student an individualised learning path enabling them to perform better in exams. Evidence from a randomised control trial with 1,120 participants suggests that students using Seneca scored 2x more marks than those using a revision guide after 1 month.</p> <p>Quiet space for homework - Evidence from the EEF suggests that homework can have an impact of up to 5 months progress across an academic year</p>	2, 4, 5
Targeted provision to improve literacy and numeracy skills	Evidence from case studies reported in ' The Pupil Premium: How schools are spending the funding successfully to maximise achievement ' suggest that students' rates of progress increased for those attending the targeted provision.	2, 4
High ambition for all - access to good educational and Careers advice	Evidence from the EEF indicates that careers education is optimally facilitated when interventions are personalised and targeted to individuals' needs from an early age.	1, 4, 5
Transition (Summer School)	<p>Evidence from Ofsted (2013) indicates that the best secondary schools find out where the basic skills gaps exist among eligible pupils as soon as they arrive in Year 7.</p> <p>Findings from Ofsted (2013) and from the EEF suggest that pupils who attend a summer school make approximately 2 additional months' progress, compared to similar pupils who do not.</p>	1

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

Budgeted cost: £24,634

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased tracking of PP behaviour and FSM attendance by PP Lead	Analysis showed that PP students gained more than double behaviour marks during the 2023-24 academic year than non PP students. Also, FSM students had lower than average attendance.	10
Emotional support	Evidence from the EEF suggests that social and emotional programmes can have an impact of up to 4 months progress across an academic year. The benefits generally come from the students' improved attitude to learning and social relationships at school.	1, 10
School uniform policy accessible to all	Evidence from the EEF suggests that wearing the correct uniform may improve behaviour and discipline.	1, 3, 4, 10
Increase social capital	Evidence from the EEF suggests that enriching education has intrinsic benefits. All children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.	1, 4, 5, 7, 10
Arrange and provide taxis for students to promote exclusivity.	Evidence from the EEF indicates that participation in extra-curricular activities such as dance, drama, music etc. can have an impact of up to 2 months progress across an academic year. Wider benefits on attitudes to learning and well-being are also consistently reported.	3, 5, 6, 10

Total budgeted cost: £81,860

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 2023 to 2024 academic year.

At AHS we have lower than average Pupil Premium numbers. In order to consider the confidentiality of our students, we will aim to give a general overview of the outcomes in the academic year 2023-24.

Our 2023 GCSE results showed a huge improvement in comparison to the previous academic year (2022) where there was a considerable achievement gap between disadvantaged students and the whole school cohort. Year 11 progress 8 score for PP students was -0.48% in comparison to 0.68 for non-PP students. Whereas results in 2023 looked a lot more positive. The P8 for FSM students was 1.03 and for PP 1.0, which was even higher than non PP students.

We are very proud to report that our results keep improving year after year. Our 2024 GCSE results were very positive and our Pupil Premium students performed better than our non-PP students despite several students with very challenging backgrounds. Our P8 for non-PP students was 0.87 and for PP students was 1.03.

Attendance is slowly improving each year as a result of the rigorous work that's gone into addressing the inequalities between students eligible for PP and their peers with the guidance of the 3 Year Development Plan that's in constant review. However, attendance of those students in receipt of FSM continues to require improvement.

	PP	Non-PP
2023-24	91.3%	92.2%
2022-23	91.1%	91.8%
2021-22	91.02%	89.95%

Last academic year we put emphasis on raising attendance for both residential and non-residential trips by allocating a slightly bigger funding for this to happen as students' participation in the wider life of school is essential, and they should not be limited by financial means. Students were able to attend trips to Aberdyfi, Iceland, Dorset, Bankside, Green Park, Valencia, Boppard and Loire Valley. All Year 7 PP students had their week at Summer School fully paid for in order to ease their transition into secondary school. We are pleased to report that all PP students in Year 8 attended the Outward Bound residential. The uptake for the Duke of Edinburgh Award in 2023-24 was very positive, 32.7% of PP students took part in comparison to 23.9% (rest of school) as PP funding was used to cover their enrolment fees, expeditions, training and some equipment. We hope that these positive figures will continue to increase next year as students' wellbeing is at the core of everything we do and all students should have the opportunity to gain valuable experiences beyond the classroom.

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
Seneca Premium	Seneca
NTP	NTP
Cognito Pro	Cognito

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Offering additional pastoral support provided through the school's Wellbeing and Safeguarding Manager.
What was the impact of that spending on service pupil premium eligible pupils?	<p>Helped students feel less isolated by having a key member at school to talk about the various issues students were facing. It improved their:</p> <ul style="list-style-type: none"> - Attendance - Ability to cope with loss and grief - Resilience - Ability to deal with their thoughts and feelings - Sense of community involvement