



The Gordon Children's Academy Pupil Premium Strategy Statement



1. Summary information					
School	The Gordon Children's Academy				
Academic Year	2018/19	Total PP budget	£125399	Date of most recent PP Review	Sep 2018
Total number of pupils	503	Number of pupils eligible for PP	86	Date for next internal review of this strategy	Jan 2018

2. Current attainment (SATS 2018)		
	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
% achieving in reading, writing and maths	40%	64%
% making progress in reading	67%	75%
% making progress in writing	67%	78%
% making progress in maths	53%	76%

1. Current progress (SATS 2018)		
	<i>2017</i>	<i>2018</i>
progress in reading	-1.08	0.78
progress in writing	0.78	0.66
progress in maths	-2.14	-1.85

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers (issues to be addressed in school, such as poor oral language skills)		
A.	Raising self-esteem and expectations of themselves (children identified as Pupil Premium as well as children identified by the school as disadvantaged and vulnerable who may not meet the criteria for funding due to different reasons)	
B.	Improve pupils reading and writing because of limited access to a language rich home environment	
C.	Improve pupils Maths abilities and confidence to enable them to apply prior knowledge to problem solving and reasoning	
External barriers (issues which also require action outside school, such as low attendance rates)		
D.	Improve attendance of Pupil Premium children	
3. Desired outcomes		
	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	<p>Pupil Premium children are championed by a designated Senior Leader (Assistant Headteacher) who is part of the schools Inclusion team resulting in improved sustained attendance and improved progress academically, socially and emotionally.</p> <p>Continue to support families and pupils social, emotional and health needs through the inclusion (attendance/ SEND/ PP/ pupil mental health and well-being/ pastoral manager) team</p> <p>Teaching and learning provides opportunities for all pupils to gain experiences enabling pupil premium children to have the same opportunities to reflect on when discussing and recording their thoughts and opinions</p>	<p>Pupil premium children's attendance is at least national</p> <p>The Gap between PP and Non PP children will be diminished due to the improved % achieving age expected and at greater depth in reading, writing and Maths</p>
B.	<p>Increase vocabulary, reading and phonics achievement from EYFS to Year 6</p> <p>Effective leadership identifies and adjusts support to individual PP students based upon the degree of progress made by each student against age expected and beyond in termly assessments</p> <p>Effective teaching to achieve no gap between PP and non PP in reading and writing as we seek to improve % achieving age expected and at greater depth in reading and writing at the end of each key stage</p>	<p>Increased numbers make expected and beyond expected progress for age related standards in all year groups</p>
C.	<p>Raise mathematical self-confidence and skill by small group interventions and 1:1 support</p> <p>Effective leadership identifies and adjusts support to individual PP students based upon the degree of progress made by each student against age expected and beyond in termly assessments</p> <p>Effective teaching to achieve no gap between PP and non PP in reading and writing as we seek to improve % achieving age expected and at greater depth in reading and writing at the end of each key stage</p>	<p>Improved % achieving age expected and greater depth in line with non PP children.</p>
D.	<p>Attendance of PP students to be at least national and in line with non-PP children in the school.</p> <p>Home visits by Attendance Officer.</p>	<p>Less PP persistent absence than in 2017-18 and attendance in line with</p>

4. Planned expenditure

Academic year

2018/ 2019

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
PP attainment/ progress tracking and monitoring is robust and used to inform subsequent provisions (leaders at all levels)	<p>Pupils will be assessed termly. Outcomes will be tracked by class teacher and SLT. Outcomes will be challenges in termly progress meetings</p> <p>The school will join Pixl</p> <ul style="list-style-type: none"> - PiXL associate visits - PiXL tracking - Pixl CPD - PiXL DTT 	<p>Rationale: Pupil premium children in school perform below their peers both in attainment and progress. Although the gap has diminished in places it has not closed and is not closing fast enough in RWM.</p> <p>Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively has been identified by Sutton Trust and EEF as an effective strategy for improving PP achievement (EEF)</p> <p>PiXL schools have demonstrated nationally their strategies diminish the disadvantage gap</p>	<p>Termly progress meetings</p> <p>Weekly learning walks/ book scrutinies looking at planning and delivery</p> <p>Termly formal observations</p> <p>PiXLRA meetings</p>	SLT ML	<p>Termly progress meetings</p> <p>LM meetings between HT and SLT</p>
<p>PP pupils make rapid progress to catch up with their peers in RWM across all year groups</p> <p>Most able PP pupils are 'on track' to exceed expected standard in RWM</p>	<p>Staff release time to attend CPD, coach colleagues</p> <p>Additional TAs for Years 2, 5 and 6 to enable targeted in class and out of class interventions</p> <p>Additional teacher employed from November to May to support quality first teaching in Years 2, 5 and 6. Smaller groups and mentoring for key identified pupils</p>	<p>Rationale: Pupil premium children in school perform below their peers both in attainment and progress. Although the gap has diminished in places it has not closed and is not closing fast enough in RWM</p> <p>Parental engagement is shown to have moderate impact (EEF) on pupils progress so by removing barriers to parents knowledge and access to school this should help identified children</p> <p>Reducing class size/ 1:1 and has shown to have a moderate impact (EEF) on pupil progress. A qualified teacher will be able to plan learning to meet individual children's needs using assessment data and PiXL strategies to close gaps</p>	<p>Termly progress meetings</p> <p>Weekly learning walks/ book scrutinies looking at planning and delivery</p> <p>Termly formal observations</p> <p>PiXL RA meetings</p>	SLT ML	<p>Termly progress meetings</p> <p>LM meetings between HT and SLT</p>

	<p>To enable all parents to attend parents evenings to discuss their child's progress a crèche will be provided</p> <p>Purchase of texts to support topic so all children have access to good quality books</p> <p>Parental workshops for RWM in Yr 2 and 6 to support independent learning at home</p> <p>Knowledge organisers created for RWM for Year 5a and 6 pupils to support and develop independent learning</p>				
<p>Address low baseline on entry to school in EYFS and Year 3 so pupils catch up quickly with their peers in RWM</p>	<p>Children baselined within first 3 weeks of term 1 so gaps in learning, emotional development are identified and interventions can be put in place to close gaps</p> <ul style="list-style-type: none"> - Booster sessions - 1:1 sessions - Play therapy - 1:1 reading - speech and language support <p>Transition starts from January 2019 with visits to local nurseries and feeder infant school</p> <p>Moderation ongoing through the year with nurseries and feeder infant school</p>	<p>Rationale: Pupil premium children in school perform below their peers both in attainment and progress. Although the gap has diminished in places it has not closed and is not closing fast enough in RWM</p>	<p>Termly progress meetings</p> <p>Weekly learning walks/ book scrutinies looking at planning and delivery</p> <p>Termly formal observations</p> <p>PiXL RA meetings</p>	<p>AHTs</p>	<p>Termly progress meetings</p> <p>LM meetings between HT and SLT</p>

	Transition week in term 6 include parents as well as children – introduce key staff, start to build relationships				
Increase vocabulary, reading and phonics achievement from EYFS to Year 6	<p>Purchase of whole school Phonics reading scheme with staff CPD</p> <p>Phase teaching in Yr r to 2</p> <p>Phonics teaching for identified pupils in Year 3 and above</p> <p>Phonics and reading workshops held for Year 2 and 6 parents to enable them to support their children at home</p> <p>Purchase of texts to support topic so all children have access to good quality books</p>	<p>Rationale: School Phonics and reading strategies implemented from January 2018 had a significant impact on pupil outcomes in the end of KS tests</p> <p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy. (EEF)</p>	<p>Termly progress meetings</p> <p>Weekly learning walks/ book scrutinies looking at planning and delivery</p> <p>Termly formal observations</p> <p>PiXL RA meetings</p>	AHT ML	<p>Termly progress meetings</p> <p>LM meetings between HT and SLT</p>
Total budgeted cost					£88000
ii. Targeted support					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Less PP persistent absence than in 2017-18 and attendance in line with national average and non PP children in school	<p>Subsidised breakfast club to enable low income parent families to continue working</p> <p>Attendance Officer and pastoral Manager to carry out home visits</p> <p>Supply of uniform and toiletries housed in school</p>	<p>Rationale:</p> <p>If children are in school they can learn. PP children with poor attendance last year performed significantly below peers in school</p> <p>Home visits will enable the school to identify if early help referrals are needed</p> <p>Uniform and toiletries remove barriers for children being able to socialise with their peers</p>	<p>Termly attendance reports for SLT</p> <p>Weekly attendance reports</p>	<p>Attendance Officer</p> <p>Deputy Headteacher</p> <p>Trust Attendance Officer</p>	<p>Once a term in SLT</p> <p>Weekly LM meetings between school AO and Trust AO</p>

	for children who do not have that support in home.				
Pupils and families with low attendance/ high persistence absence levels are supported and challenged	<p>Subsidised breakfast club to enable low income parent families to continue working</p> <p>Attendance Officer and pastoral Manager to carry out home visits</p> <p>Supply of uniform and toiletries housed in school for children who do not have that support in home.</p>	<p>Rationale:</p> <p>If children are in school they can learn. PP children with poor attendance last year performed significantly below peers in school</p> <p>Home visits will enable the school to identify if early help referrals are needed</p> <p>Uniform and toiletries remove barriers for children being able to socialise with their peers</p>	<p>Termly attendance reports for SLT</p> <p>Weekly attendance reports</p>	<p>Attendance Officer</p> <p>Deputy Headteacher</p> <p>Trust Attendance Officer</p>	<p>Once a term in SLT</p> <p>Weekly LM meetings between school AO and Trust AO</p>
Raise mathematical self-confidence and skill by small group interventions and 1:1 support	<p>2 TAs to complete Maths mastery training to enable bespoke support with identified children</p> <p>2 teachers part of NCETM Maths Mastery Hub, Bespoke training to deliver to rest of staff to support wholeschool approach to Maths teaching using Whiterose model</p> <p>PiXL afterschool boosters for Year 6 pupils</p> <p>Knowledge organisers created for Year 5/ 6 to support independent learning</p> <p>Maths workshops held for Year 2 and 6 parents to enable them to support their children at home</p>	<p>Rationale: Maths has seen the least amount of progress in improvement across the school in the last 2 years</p> <p>Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively has been identified by Sutton Trust and EEF as an effective strategy for improving PP achievement</p> <p>The NCETM's work in advocating teaching for mastery, and in supporting Maths Hubs as they help schools implement such an approach, is largely based on the way maths has been successfully taught in East Asia, most notably, but not exclusively, Shanghai, China. An exchange programme between English and Shanghai teachers has informed effective pedagogic strategies for achieving mastery of mathematics. The striking performances of Shanghai, and other East Asian countries in maths has become well-established in successive international tests such as TIMSS and PISA.</p>	<p>Termly progress meetings</p> <p>Weekly learning walks/ book scrutinies looking at planning and delivery</p> <p>Termly formal observations</p> <p>PiXL RA meetings</p>	<p>AHT</p> <p>Maths ML</p> <p>All teachers</p>	<p>Termly progress meetings</p> <p>LM meetings between HT and SLT</p> <p>LM meeting between AHT and Maths ML</p>

<p>Continue to support families and pupils social, emotional and health needs through the inclusion (attendance/ SEND/ PP/ pupil mental health and well-being) team</p>	<p>Creation of inclusion hub and team to have an around the child approach.</p> <p>Release time needed to enable attendance at meetings and activities</p> <p>TA professional development</p> <ul style="list-style-type: none"> • 1TA train in emotional and behavioural difficulties £50 • All TAs complete MAPTA training <p>Appointment of 3 TA apprentices to support identified key vulnerable pupils in Years 2/ 5 and 6</p> <p>Appointment of extra TA and cover supervisor to ensure lessons are covered by school trained staff. They will also provide Year 5 and 6 pupils with daily 1: 1 or small group targeted interventions</p> <p>Subsidise educational trips and visitors</p> <p>ML appointed to support pupil with mental health and well being</p> <p>Qualify as mental health first aider Qualify to deliver mindfulness and run sessions for pupils and parents</p> <p>Educational psychologist support brought in for identified children through inclusion team</p>	<p>Rationale:</p> <p>Continuity of staff for our vulnerable children has had proven impact in supporting their mental wellbeing, emotional and academic progress.</p> <p>Improved teacher training and professional development so that all school leaders and classroom teachers understand how to use data and research effectively has been identified by Sutton Trust and EEF as an effective strategy for improving PP achievement (EEF)</p> <p>Many schools identified for outstanding pupil premium impact take the approach of employing extra staff to ensure in the event of illness/ staff CPD there is continuity in teaching and expectations. This reduces the need for external supply, which benefits all children and impacts positively on their emotional well being as well as their academic achievements. (Vaauxhall primary school, Harehills primary)</p> <p>Educational visits subsidised so pupil premium children have a rich bank of experiences to support their ideas in writing, arts etc</p>	<p>Inclusion team meetings twice per term</p> <p>Termly progress meetings</p> <p>Weekly learning walks/ book scrutinies looking at planning and delivery</p> <p>Termly formal observations</p>	<p>Inclusion team</p> <p>Inclusion lead (AHT)</p> <p>SENDCO (DHT)</p> <p>PP champion (DHT)</p> <p>Pupil mental health and well being lead (ML)</p> <p>Pastoral Manager/ DSL</p>	<p>Termly progress meetings</p> <p>LM meetings between HT and SLT</p> <p>Inclusion team meetings twice per term</p>
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Total budgeted cost					£33 400
iii. Other approaches					
Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Pupil Premium children are championed by a designated Senior Leader (Assistant Headteacher) who is part of the schools Inclusion team resulting in improved sustained attendance and improved progress academically, socially and emotionally.	<p>AHT appointed as Pupil Premium champion</p> <ul style="list-style-type: none"> - Personally know all children - Track attendance weekly - Track progress weekly and termly - Monitor quality of teaching for pp children are their needs being met? - Build positive relationship with parents. 1 point of contact. If early help referral is needed the AHT will lead on this - 	<p>Rationale:</p> <p>Attendance for PP children is poor, progress and attainment is poor. Previously no joined up thinking</p> <p>Outstanding schools for Pupil premium identify a strong pastoral support team who know the child and build positive relationships with the family. (Vauxhall, Burnt Ash, Harehills)</p>	<p>Inclusion team meetings twice per term</p> <p>Termly progress meetings</p> <p>Weekly learning walks/ book scrutinies looking at planning and delivery</p> <p>Termly formal observations</p> <p>LM meetings between HT and AHT</p>	<p>AHT</p> <p>Inclusion team</p>	<p>Termly progress meetings</p> <p>LM meetings between HT and AHT</p> <p>Inclusion team meetings twice per term</p>
Total budgeted cost					£4000

5. Review of expenditure				
Previous Academic Year		2017/ 2018		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost

Effective teaching to achieve no gap between PP and non PP in reading, writing and Maths as we seek to improve % achieving age expected and at greater depth in reading

Effective leadership identifies and adjusts support to individual PP students based upon the degree of progress made by each student against age expected and beyond in termly grades

Raise self-esteem by small group interventions and pastoral support

Extra teacher (Yr 6) appointed to cover expert teachers delivering, in reduce class sizes, targeted intervention.

Dedicated time for teacher preparation and monitoring covered by extra teacher appointment.

Provide more one-to-one reading and small group support critical reading with the extra teacher and teaching assistants.

Teachers deliver targeted interventions rather than teaching assistants (before, after, weekends and holidays)

Expected standard KS2

Gp	RWM Combined		Read		Write		Maths	
	Jan 18	Jun 18	Jan 18	Jun 18	Jan 18	Jun 18	Jan 18	Jun 18
All	13 %	47 %	25 %	64 %	57 %	71 %	33%	60 %
PP	13 %	40 %	27 %	67 %	56 %	67 %	20%	53 %

Progress KS2

Gp	Read		Write		Maths	
	Jan 18	Jun 18	Jan 18	Jun 18	Jan 18	Jun 18
All	-7.77	-1.9	-1.04	0.7	-5.10	-1.7
PP	-11.58	0.78	-1.51	0.66	-7.83	-1.85

Expected standard KS1 SATS 2018

Gp	RWM Combined	Read	Write	Maths
All	79%	82%	79%	81%
PP	61.1%	67%	67%	67%

Gap diminished between PP and all in writing and reading progress at KS2

Termly meetings were put in place from January 2018 with all teachers to discuss pupil progress

From February 2018 phase teaching has allowed the successful year 2 teachers to implement the same strategies in year 1 to ensure Phonics outcomes were in line with National

Experienced teachers delivering interventions and boosters saw accelerated progress from January 2018 to KS2 SATS results 2018

This approach will continue using PiXL analysis and groupings to target specific pupils and their learning gaps. Existing staff used for intervention sessions

Weekend and holiday sessions more informal and targeted. Pupils received healthy snacks and learnt strategies for relaxation as well as exam techniques. This approach will continue as it help reduce the holiday dip and enabled staff to build relationships with key pupils.

A dedicated SLT member focusing on PP ensured this group of children were a focus throughout the year in SLT and pupil progress meetings. This approach will continue but a tighter focus on monitoring impact of interventions and funding on pupil progress is expected.

Although the gap at KS1 did not diminish as much as KS2 the impact of 1:1 reading and small group Phonics support saw an increase in PP achievement. This approach will continue with an increased number of volunteer readers and the purchase of a new whole school Phonics reading scheme to support pupils in their decoding and blending

Teacher salary Jan 18 to Jul 18

£20ph for each weekend / holiday session (sessions 2hrs x 14 sessions x 6 staff) + refreshments

£3360

Total cost £65 680

ii. Targeted support																									
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																					
<p>Identified students with complex needs and implement support plans</p> <p>Effective teaching to achieve no gap between PP and non PP in reading, writing and Maths as we seek to improved % achieving age expected and at greater depth in reading</p> <p>Effective leadership identifies and adjusts support to individual PP students based upon the degree of progress made by each student against age expected and beyond in termly grades</p> <p>Raise self-esteem by small group interventions and pastoral support</p> <p>Attendance of PP students to be above national average and in line with non-PP students in the school. Home visits by Attendance Officer.</p>	<p>0.25 Pastoral Leader's time and Attendance Officer time to work with children and families who need support (mainly PP)</p> <p>Subsidising residential trip (Y6) Subsidising school trips to enable parents to be more-able to afford them Swimming lessons subsidised</p> <p>Assistant Senco and 2 Teaching assistants given dedicated time to work with emotionally vulnerable children.</p> <p>Assistant heads to provide emotional support with the habits of mind during the lunch session each day.</p> <p>Quiet club was introduced to support those children who struggled on the playground.</p>	<p>Attendance has not improved for PP pupils. Significantly below national for all pupils in 2017/2018</p> <table border="1"> <thead> <tr> <th></th> <th>Tm1</th> <th>Tm 1 - 2</th> <th>Tm 1 - 3</th> <th>Tm 1 - 4</th> <th>Tm 1- 5</th> <th>Tm 1 -6</th> </tr> </thead> <tbody> <tr> <td>Infants</td> <td>91.5</td> <td>92.1</td> <td>92</td> <td>92.2</td> <td>93</td> <td>92.15</td> </tr> <tr> <td>Juniors</td> <td>92.3</td> <td>92.1</td> <td>92.1</td> <td>91.4</td> <td>91.3</td> <td>92.26</td> </tr> </tbody> </table> <p>By subsidising trips it enabled all Pupil Premium children to attend trips and visits this academic year if they wished.</p> <p>This has enabled PP children to have experiences they may otherwise not have been able to have and to increase parental engagement with the school</p> <p>Persistent monitoring and that support plans are achieving impact and targeted students are added or removed from additional support depending on the progress they have made.</p> <p>Refer to CAMHS and use external sources of emotional support such as, nurture group and the educational psychologist.</p> <p>A teaching assistant was deployed and trained to support children who have emotional and mental health issues.</p> <p>From Easter 2018 time with the educational psychologist was secured to assess and offer guidance for those PP pupils with emotional and mental health needs.</p> <p>Referrals to CAMHS have been made</p> <p>6 successful top up funding applications have been received in enabling 1:1 support for some key vulnerable children</p>		Tm1	Tm 1 - 2	Tm 1 - 3	Tm 1 - 4	Tm 1- 5	Tm 1 -6	Infants	91.5	92.1	92	92.2	93	92.15	Juniors	92.3	92.1	92.1	91.4	91.3	92.26	<p>Monitoring of attendance was reactive than proactive.</p> <p>Expectations were too low for PP families attendance</p> <p>PP families did not engage with process. There was little joined up thinking between attendance and home school support.</p> <p>New attendance officer recruited for September 2018</p> <p>Monitoring and actions of Assistant SENDCO were limited. A new SENDCO was appointed at Easter 2018 who has implemented considerable change, which will continue into next academic year</p>	£ 29,080
	Tm1	Tm 1 - 2	Tm 1 - 3	Tm 1 - 4	Tm 1- 5	Tm 1 -6																			
Infants	91.5	92.1	92	92.2	93	92.15																			
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost																					
Attendance of PP students to be above national average and in line with non-PP students in the school. Home visits by Attendance Officer	Attendance officer to check attendance daily and closely monitor PP attendance rates, meet with parents and offer support. Rewards for good attendance given out weekly and half termly.	Attendance has not improved for PP pupils. Significantly below national for all pupils in 2017/2018 <table border="1" data-bbox="689 387 1238 523"> <thead> <tr> <th></th> <th>Tm1</th> <th>Tm 1 -2</th> <th>Tm 1 -3</th> <th>Tm 1 -4</th> <th>Tm 1-5</th> <th>Tm 1 -6</th> </tr> </thead> <tbody> <tr> <td>Infants</td> <td>91.5</td> <td>92.1</td> <td>92</td> <td>92.2</td> <td>93</td> <td>92.15</td> </tr> <tr> <td>Juniors</td> <td>92.3</td> <td>92.1</td> <td>92.1</td> <td>91.4</td> <td>91.3</td> <td>92.26</td> </tr> </tbody> </table>		Tm1	Tm 1 -2	Tm 1 -3	Tm 1 -4	Tm 1-5	Tm 1 -6	Infants	91.5	92.1	92	92.2	93	92.15	Juniors	92.3	92.1	92.1	91.4	91.3	92.26	Monitoring of attendance was reactive than proactive. Expectations were too low for PP families attendance PP families did not engage with process. There was little joined up thinking between attendance and home school support New attendance officer recruited for September 2018	£28 000
	Tm1	Tm 1 -2	Tm 1 -3	Tm 1 -4	Tm 1-5	Tm 1 -6																			
Infants	91.5	92.1	92	92.2	93	92.15																			
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6. Additional detail

In this section you can annex or refer to **additional** information which you have used to inform the statement above.
Our full strategy document can be found online at: www.aschool.sch.uk