

Pupil premium strategy statement

Alder Community High School



This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	915
Proportion (%) of pupil premium eligible pupils	44.47%
Academic year/years that our current pupil premium strategy plan covers	2025 / 6
Date this statement was published	September 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Michelle Critchlow
Pupil premium lead	Simon Lamb
Governor / Trustee lead	Ian Westwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£389,925
Recovery premium funding allocation this academic year	0
Pupil premium funding carried forward from previous years	0
Total budget for this academic year	£389,925

Part A: Pupil premium strategy plan

Statement of intent



Alder Community High School is committed to ensuring that all children, irrespective of background, achieve their full potential both socially and academically. Our Pupil Premium CARE strategy is based on four key areas;

Careers: To engage in a highly effective careers programme that prepares students for successful futures.

Attendance: To improve attendance and punctuality to reduce lost learning time.

Resilience: To develop resilient students who strive to overcome barriers they face.

Educational outcomes: To raise levels of literacy enabling students to engage and achieve well in our knowledge rich curriculum.

The purpose of our pupil premium strategy is to support disadvantaged students to consistently achieve positive academic outcomes above the national average. It ensures that our pupil premium students take part in a robust careers programme and a variety of enrichment activities to develop their cultural capital.

Our strategy recognises that the best way to improve these outcomes is through a sequenced, knowledge rich curriculum which is taught by highly skilled practitioners. In addition to this, our aim is to challenge social disadvantage by improving the reading and vocabulary skills of our students.

Priorities for 2025-2026

- Improve academic outcomes
- Improve attendance and punctuality
- Improve the standards of literacy, numeracy and vocabulary
- Improve students Oracy
- Improve students independent study skills
- Support parents to help students independent learning
- Raise aspirations of all pupil premium students.

- Address the social, emotional and mental health issues in some students which are impacting on progress and attendance.
- Improve parental communication and engagement.

Challenges

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

Challenge number	Area Addressed	Detail of challenge
1	Careers	Raising the aspirations of the pupil premium students. Pupil premium students are more likely to come from families who have little or no experience of higher education. Consequently, going to university can be seen to be an unrealistic goal. Hence pupil premium students often need extra support to make them fully aware of their options as part of the CEIAG programme.
2	Attendance	Attendance of pupil premium students is below that of the non- pupil premium students, this is impacting on their progress. Engaging all parents/carers, especially the hard to reach families, will help support their child's academic progress.
3	Resilience	Social and emotional issues such as anxiety, depression and low self-esteem are impacting on many of our pupil premium students. For many of these students, they do not have the coping strategies to manage these issues effectively.
4	Resilience Educational Outcomes	Many pupil premium students lack the basic skills to study independently. This is, in some cases, re-enforced by a lack of parental engagement with school both current and historic.
5	Educational Outcomes	The progress and attainment of pupil premium students at KS4 is below that of other students.
6	Educational Outcomes	Many pupil premium students have literacy levels which may prohibit them from functioning in lesson and accessing the curriculum. These levels can hinder progress at KS3 and subsequently at KS4.
7	Educational Outcomes	Students from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing oracy skills, which may affect their school experience and learning in their school lives and in later life.

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
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C	Raised aspirations of pupil premium students.	Pupil premium students will access a high quality CEAIG programme and have first access to one-to-one support. No pupil premium student will be prevented from participating in opportunities to increase their cultural capital due to financial background. NEET figures less than national average.
A	Improved attendance for all students and particularly pupil premium students across school.	Whole school attendance 95% Reduce the gap between pupil premium and non-pupil premium students.
R	Identify and support students with SEMH needs, with the goal of sustained improved wellbeing for all students, including those who are disadvantaged.	All students with SEMH needs are supported, either in school or externally. High levels of wellbeing for all students, which can be measured by student voice. Improved levels of resilience and self-regulatory behaviour.
R E	Improved independent study habits of pupil premium students and improved parental engagement to support students maximise their potential.	Support for students to prepare for KS3 and KS4 examinations to develop a range of Independent Learning Strategies. Curriculum overviews and curriculum knowledge documents shared to support independent study. Access to library at brunch, lunch and after school to provide space and resources for independent study. Parent information evening for all years to inform parents of how to support their child/children. Independent Learning Strategies workshop for parents / careers and students
E	Improved literacy, reading and vocabulary in all subject areas across the curriculum.	All students engaged in weekly form time vocabulary activities which can be seen to be used across the curriculum through book scrutiny. Accurate reading ages identified and shared with staff to inform teaching and learning.

		Literacy lead teacher to work with departments to develop whole school strategies to improve literacy. Use of range of literacy software to support identified students.
E	Improved oracy skills through the implementation of the Voice 21 Oracy framework	Form time Oracy curriculum in place. Oracy strategies implemented across the curriculum.
E	Improved progress and attainment 8 of pupil premium students and a narrowing of the gap between pupil premium and non-pupil premium students.	Cohort 2026 KS4 outcomes demonstrate that: - the attainment gap between pupil premium and non-pupil premium students is narrowed. - the percentage of students achieving 4+ and 5+ in both English and maths increases.

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: £166,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Careers advisor employed in school, priority appointments for Pupil Premium students.	The attitudes, beliefs, and behaviours that surround aspirations in disadvantaged communities are diverse, so avoid generalisations and support individuals. Aspiration interventions EEF (educationendowmentfoundation.org.uk)	1,2,5 C
Develop students independent study skills, promoting resilience and independence.	The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,3,4,5 R E
Provide independent learning materials and strategies for all students		

Ongoing evaluation and refinement of a knowledge rich curriculum delivered through quality first teaching.	The EEF toolkit identifies a number of teaching and learning strategies which have high impact including feedback, personalised learning, collaborative learning and so CPD can be tailored to these areas that are proven to work. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	1,2,4,5,6 E
Investment in a whole school literacy lead teacher.	Literacy lead teacher to work with each department, developing consistent approaches across school, where appropriate. Improving Literacy in Secondary Schools EEF (educationendowmentfoundation.org.uk)	1,2,4,5,6 E
Develop use of Class Charts and SISRA to identify and support pupil premium students.	To enable teachers to be able to easily identify and support pupil premium students. Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	2,5,6 E
Staff CPD – raise profile of Pupil Premium students, share data and effective Teaching and Learning strategies	Enhancing staff pedagogy will enhance the options when planning lessons, enabling them to be adapted to learners' specific needs and having high ambition for all. Learning styles EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6 E
Pupil Premium students at the heart of all quality assurance activities.	Robust cycle of observations, work trawls, student voice, curriculum planning and review of outcomes help identify areas of strengths and formulate areas for development. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,5,6 E
Assistant Headteacher lead on Enrichment to increase opportunities outside the classroom.	Wide range of enrichment opportunities available to develop students' cultural capital. Arts participation EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6 E
Implement Voice 21 Oracy framework across the curriculum	Staff receive CPD in order to raise the profile of oracy to ensure that all students are provided with the tools to develop and improve their oracy skills. Students follow a weekly form time Oracy curriculum implementing the oracy benchmarks. Focus on 4 explicit oracy protocols across the curriculum to embed oracy skills and enhance learning Oral language interventions EEF	5, 6, 7 E
Recruitment and effective deployment of Teaching Assistants.	Effective deployment across the curriculum to support teaching and learning. The average impact of the deployment of teaching assistants is about an additional four months' progress over the course of a year. Effective TA Deployment - EEF	2,5,6,7 A E

Professional development (CPD) programme for staff focusing on best practice research.	All teachers supported by a thorough CPD programme to embed practice and are continually improving. Effective Professional Development EEF	1,3,4,5 R E
Personalised Professional development via Step Lab platform	What is Expert Teaching and How to Develop It Ambition Institute	

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

Budgeted cost: £147,113

Activity	Evidence that supports this approach	Challenge number(s) addressed
Range of literacy software used to raise literacy levels and improve access to curriculum.	“Approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus on the application and practice of specific strategies and the use of self-questioning skills.” Using Digital Technology to Improve Learning EEF (educationendowmentfoundation.org.uk)	1,3,4 E
Key to success form groups in place to raise achievement in core subjects.	After school programmes with a clear structure, a strong link to the curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision. Extending school time EEF (educationendowmentfoundation.org.uk)	1,2,3,4 E
Period 6 intervention timetable in place to support year 11.		
Form time vocabulary and class reader in place for all years to develop literacy.	Pupils can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific. Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)	1,2,3,4 E
Recruitment of teaching heads of year to build capacity and expertise in supporting and raising achievement of Pupil Premium students.	Knowing your disadvantaged cohort from day one, enables barriers to be removed, build confidence and raise aspirations. Mentoring EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6 A E
Heads of year and pastoral team mentor disadvantaged students who experience barriers		

to their learning and need additional support.		
Targeted year 11 SLT / Ext SLT parents evening.	Parental engagement has a positive impact on average of 4 months' additional progress. Parental engagement EEF	1,2,4,5 CARE
Year 11 academic mentoring cohort identified and supported.	Mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations. Mentoring EEF (educationendowmentfoundation.org.uk)	1,2,3,4,5,6 RE
Revision Classes take place over the school holidays for identified students prior to the summer GCSE exams.	Holiday schools that use teachers that are known to the pupils have a higher impact. Extending school time EEF (educationendowmentfoundation.org.uk)	1,3,4,5 RE
Independent Learning Strategies parent/career and student workshop	Providing practical strategies with tips, support, and resources to assist learning at home may be more beneficial to pupil outcomes than simply gifting a book to pupils or asking parents to provide generic help to their children. Parental engagement EEF	4,5,6,7 RE

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

Budgeted cost: £76,312

Activity	Evidence that supports this approach	Challenge number(s) addressed
Education Welfare officers to raise attendance and punctuality of pupil premium students.	Addressing Educational Disadvantage "adopt a culture of early intervention"	2,5 AR
Structured meetings to review attendance and progress with focus on Pupil Premium students with clear actions identified.	Addressing Educational Disadvantage "adopt a culture of early intervention"	2,5 AR
School based counsellor employed to support student wellbeing.	Social and emotional learning approaches have a positive impact on progress over the course of an academic year. Social and emotional learning EEF (educationendowmentfoundation.org.uk)	1,2,3,5 AR
Key to Success evenings held to develop parental engagement and empower them to support learning.	Providing practical strategies with tips, support, and resources to assist learning at home may be	1,2,4,5,6

	more beneficial to pupil outcomes than simply gifting a book Parental engagement EEF (educationendowmentfoundation.org.uk)	R E
Music lessons provided to pupil premium students	Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. Arts participation EEF (educationendowmentfoundation.org.uk)	1,2,3 R E
TPRS outreach to support students at risk of suspension / permanent exclusion.	Both targeted interventions and universal approaches have positive overall effects (+ 4 months). Schools should consider the appropriate combination of behaviour approaches to reduce overall disruption and provide tailored support where required. Behaviour interventions EEF	2,3,5 A R E
We Are ALDER enrichment days engage all students in a wide range of activities.	Through a wide range of educational enrichment experiences, students develop a sense of self-awareness and understand their schoolwork better with enrichment programs that reinforce and compliment the school curriculum and values. Arts participation EEF Outdoor adventure learning EEF	1,2,3,5 C A R

Total budgeted cost: £389,925

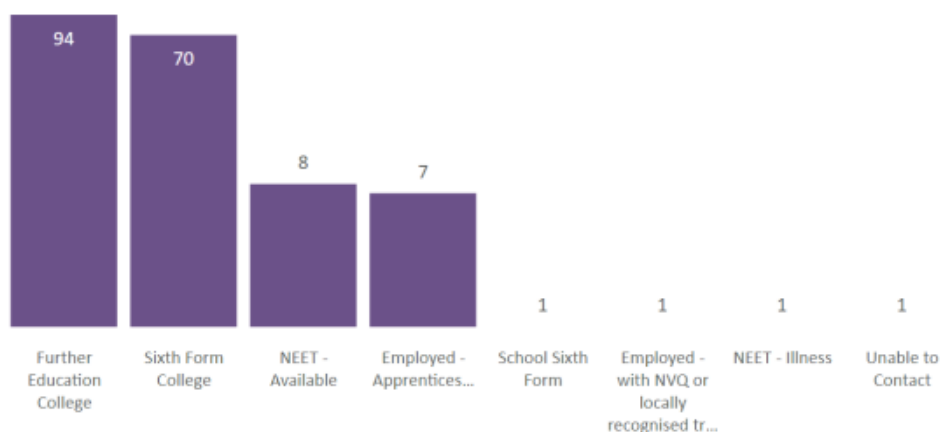
Part B: Review of the previous academic year

Careers Education, Information, Advice and Guidance (CEIAG)

100% of year 11 students received a minimum of 2 careers advisor meetings to advise on next steps.

Destinations Data (students destination figures are for 2024 due to the way government collects and publishes data.)

	2024		
	Number	Percentage	
Further Education College	94	51.4%	Number & Percentage in Learning 173 94.5%
School Sixth Form	1	0.5%	
Sixth Form College	70	38.3%	
Re-Engagement	0	0.0%	
Training - Non Employed	0	0.0%	
Employed - Apprenticeship	7	3.8%	
Employed - with NVQ or locally recognised training	1	0.5%	
Employed - no recognised training	0	0.0%	Number & Percentage of NEET 9 4.92%
NEET - Available	8	4.4%	
NEET - Awaiting Start Date	0	0.0%	
NEET - Declined Support	0	0.0%	
NEET - Illness	1	0.5%	
NEET - Not available	0	0.0%	
Unable to Contact	1	0.5%	
Refused to Disclose Activity	0	0.0%	
Total	183	100.0%	



Year	% in Full-time Education	% in Full-time Training	% in Employment		% NEET	% Unable to Contact/ Not Known
			Apprenticeship or Job with Training	No Training		
2014	89.4%	0.0%	5.3%	0.0%	5.3%	0.0%
2015	91.9%	1.3%	5.4%	0.0%	1.3%	0.0%
2016	88.8%	1.4%	5.6%	0.0%	4.2%	0.0%
2017	86.6%	1.3%	8.1%	0.0%	4.0%	0.0%
2018	87.8%	0.0%	8.8%	0.0%	2.7%	0.7%
2019	96.6%	1.4%	0.7%	0.0%	1.4%	0.0%
2020	91.2%	0.6%	1.9%	1.9%	3.1%	1.3%
2021	87.3%	0.6%	3.6%	2.4%	3.0%	3.0%
2022	89.7%	0.0%	5.1%	1.3%	1.3%	2.6%
2023	90.6%	1.1%	3.9%	0.6%	3.9%	0.0%
2024	90.2%	0.0%	4.4%	0.0%	4.9%	0.5%

Educational Outcomes for Pupil Premium Students

Attainment 8: the attainment 8 score for pupil premium students **increased** from 35.66 to 39.06

English and maths 4+: the percentage of pupil premium students achieving a grade 4 or higher in both maths and English **increased** from 37% to 51%

English and maths 5+: the percentage of pupil premium students achieving a grade 5 or higher in both maths and English **increased** from 24% to 28%

EBacc APS: the average points score for pupil premium students in EBACC subjects **increased** from 2.87 to 3.19

Literacy intervention shows positive impact for Pupil Premium students. (Y10 & 11 data to follow)

Year 8 PP students

20% of PP students made expected, higher than expected or much higher than expected progress

Year 9 PP students

20% of PP students made expected, higher than expected or much higher than expected progress

Externally provided programmes

Programme	Provider
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Health and Wellbeing	Healthy Hyde Mental Health Support Team
Behaviour Support	Tameside Pupil Referral Service (TPRS)
Face to Face tutoring	Vision for education
Work Experience	Changing Education
One to One Careers Guidance	Positive Steps
Alternative Provision	Changing Education Tameside College Works4U Strive Forest Schools The School of Military
Duke of Edinburgh Bronze Award	Duke of Edinburgh