

# Pupil premium strategy statement: Alder Community High School

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Alder Community High School
Number of pupils in school	916
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	September 2021-September 2023
Date this statement was published	
Date on which it will be reviewed	24-1-22 4-7-22 23-1-23 3-7-23
Statement authorised by	R. O'Regan
Pupil premium lead	E. White
Governor / Trustee lead	TBC

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£229,685
Recovery premium funding allocation this academic year	£17,038
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£246,723

# 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 socially and academically.

We aim for our Pupil Premium students to consistently achieve positive academic outcomes above the national average and to reduce the gap within the school in academic outcomes between the achievements of Pupil Premium students and non-Pupil Premium students.

We aim for pupil premium students to thrive socially and to be able to access the full entitlement of additional opportunities offered by the school.

We have researched the barriers to educational success within our community, all of which are prominent barriers for the majority of Pupil Premium students. Pupil Premium funding is used to support any activity that will directly address these barriers. Our philosophy and ethos, underpinning our holistic approach, guides all of our work with our students.

### **Priorities for 2021-22 – please note this will be updated in-year**

To address the barriers to learning that our Pupil Premium students face including:

- Attendance / Punctuality
- Standards of literacy, numeracy and vocabulary skills which are below expected.
- The mental health issues of some which is impacting on progress and attendance
- Reading age which is below chronological age in some students
- Gaps in skill/knowledge as a result of school closure due to Covid 19
- Lack of parental engagement and support for some students

## Challenges

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

Challenge number	Detail of challenge
1	The progress and attainment of pupil premium students has been behind that of other students.
2	Literacy and reading and vocabulary skills. Some students who enter the school have literacy levels below what is considered Functional

	Literacy. These levels can hinder progress at KS3 and subsequently at KS4.
3	Gaps in Learning due to lockdown/Covid-19
4	Many pupil premium students have poor mental health and/or emotional difficulties for which they do not have the coping strategies to manage effectively.
5	Attendance of some pupils. Attendance of some pupil premium students is lower than non-pupil premium students. This affects progress and outcomes at both KS3 and KS4.
Out of school barriers	
6	Aspirations of some disadvantaged pupils
7	Lack of parental engagement and support for some pupils

## 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
Improve P8 and A8 of pupil premium students and narrow the gap between PP and non-PP	<ul style="list-style-type: none"> <li>-Improved outcomes for students at GCSE where the difference is diminished between pupil premium students and the rest of the cohort.</li> <li>-Improved numbers joining further education and University</li> <li>-Regular alignment meetings for pupil premium students at KS4 ensure staff understand the progress and gaps that must be addressed.</li> <li>-Pupil premium students engage with NTP and Core tuition programme and make further progress.</li> </ul>
To ensure that all teachers are aware of PP students in their groups and understand how to maximise progress.	<ul style="list-style-type: none"> <li>-Consistent application of teaching and learning strategies and 'non-negotiables' implemented into lessons.</li> <li>-Every department incorporates key actions into a Department Improvement Plan.</li> <li>-Every subject teacher can easily identify relevant strategies to motivate, inspire and engage pupil premium students.</li> <li>-Staff implement high quality and effective resources to use in class with targeted pupil premium students.</li> <li>-All staff aware of all pupil premium students within their classes (visible on all seating</li> </ul>

	plans) and how to remove barriers to learning.
To improve the vocabulary and reading ages for identified students at KS3 through early intervention strategies.	<ul style="list-style-type: none"> <li>-By using Accelerated Reader programme the reading ages of pupil premium students improves.</li> <li>-Staff routinely teach vocabulary and this is explicit within their SOLs.</li> <li>-Form time reading, and vocabulary sessions further support the pupil premium students with lower reading ages or considered 'word poor'.</li> </ul>
To improve attendance figures for disadvantaged pupils across school	<ul style="list-style-type: none"> <li>-Minutes of meetings and attendance tracker indicate clear interventions.</li> <li>-Attendance of pupil premium students is above 95% with low numbers of persistently absent students.</li> <li>-Family liaison worker has a clearly identified case load and is proactive in supporting pupil premium students with poor attendance.</li> </ul>
To provide identified well-being/ mental health support to assist with overcoming barriers to learning and behavioural issues.	<ul style="list-style-type: none"> <li>-Students can manage their wellbeing effectively and can speak about their own mental health.</li> <li>-Students receive the support they need for mental health difficulties so that it does not influence other aspects of school life.</li> <li>-Minutes of meetings and CPOMs shows timely and appropriate interventions in place.</li> <li>-Opportunities to promote positive mental health are embedded in the curriculum and are a theme in assemblies.</li> </ul>
To increase the aspirations of students	<ul style="list-style-type: none"> <li>-Students have access to the careers adviser and at least one 1:2:1 session each year at KS4 to ensure they understand their next career steps.</li> </ul>

## 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: £26,623

Activity	Evidence that supports this approach	Challenge number(s) addressed
Clear strategies identified in the SIP (Appendix 1) to support disadvantaged pupils provided to all staff and incorporated into their DIP.	The EEF toolkit raises the need for a tiered response to Pupil Premium so that students have the support they need where all staff are aware, and this is the rationale for this.	1,2,3
Whole school, department level and individual CPD (Walk Thrus/reading and vocabulary) opportunities to ensure that teaching and learning is high quality and effective for all students.	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. The Sutton Trust's 2011 report, which revealed that the effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds.	1,2,3
Recruitment of a Study centre manager to coordinate the Accelerated Reader programme.	EEF 2015 study showed that made students made 3 months' additional progress in reading compared to other similar pupils. For disadvantaged pupils the figure was 5 months' additional progress.	2,3
Upskilling of TAs x3 from TA2-TA3	To provide increased support and intervention for pupil premium students, particularly with SEND with a higher level of skill. EEF study showed a positive benefit of between 4-6 months progress.	1,2,3,4
Appointment of Assistant SENCo	To ensure retention of staff and to provide increased support and intervention for pupil premium students, particularly with SEND	1,2,3,4

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

Budgeted cost: £ 53,846

Activity	Evidence that supports this approach	Challenge number(s) addressed
National Tutor Programme (MyTutor) 20 weeks x 40 Year 11 PP students. 10 weeks x 20 Year 10 in the first instance	The EEF toolkit shows that tutoring can add +5 months in terms of impact. School has seen excellent, positive engagement from the students currently on this programme.	2,3
Core Tuition programme in Maths, English, and Science. Year 11 x 12 weeks	The EEF toolkit shows that tutoring can add +5 months in terms of impact. School has seen excellent, positive engagement from the students currently on this programme.	2,3
Bucket 2 Tuition programme. Year 11 x 12 weeks	The EEF toolkit shows that tutoring can add +5 months in terms of impact. School has seen excellent, positive engagement from the students currently on this programme for core subjects.	2,3
Curriculum Tutor MFL/Hums	The EEF toolkit shows that tutoring can add +5 months in terms of impact. School has seen excellent, positive engagement from the students currently supported through this.	1,3
Easter/Whit revision programme	The EEF toolkit shows that tutoring can add +5 months in terms of impact. School has seen excellent, positive engagement from the students in the past who attended this programme.	2,3
Deliver Revision & Study Skills and resilience sessions and linked follow up activities in tutor time.	The EEF toolkit shows that focusing on metacognition and self-regulation (which is the basis of these sessions) can add +7 months in terms of impact and so this is the rationale for this.	1,4
Accelerated Reader programme. Form time vocabulary sessions	Quigley, A (2018) Closing the reading gap/closing the vocabulary gap.	2

Additional TLRs given to two staff in English to support reading and vocabulary, as well as staff CPD	Quigley, A (2018) Closing the reading gap/closing the vocabulary gap.	2,3
Peer Tutoring reading programme with Year 10 and 8.	Peer tutoring is also shown to add +5 months according to the EEF toolkit. This was also started prior to covid with successful results and so can now be developed and expanded.	2
Laptops/internet access/teams license and Youtube fee provided to some pupil premium students who have no access to live events	Students can access live events at home so do not miss out through lack of resources.	1,3

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

Budgeted cost: £199,410

Activity	Evidence that supports this approach	Challenge number(s) addressed
Refocus the role of Progress and Pastoral managers to support the early targeting and intervention of pupil premium students.	The EEF toolkit shows that interventions for social and emotional skills, behaviour interventions and small group support adds +3 or +4 months in terms of impact and so this is the rationale for this.  EEF toolkit states that 'Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.'	1,4,5
Employment of a family liaison worker to improve attendance, especially PP attendance	Prior to Covid, this role was introduced into school and impact was beginning to show in terms of improved attendance of disadvantaged pupils.	4,3,7
Fearless Project at KS3 to address the well-being, attendance and engagement of disadvantaged pupils.	The EEF toolkit shows that interventions for social and emotional skills, behaviour interventions and small group support adds +3 or +4 months in terms of impact and so this is the	4,5,6

	rationale for this. The Fearless project focuses on engagement, resilience and positive attendance.	
Increase amount and range of parental engagement activities to include calendared parent achievement support evenings (year 10/11), mental health workshops for parents.	The EEF toolkit shows that parental engagement adds +3 or +4 months in terms of impact and so this is the rationale for this.	4,7
College places and alternative provision to support and improve behaviour and attendance (4 students)	This strategy has previously worked for students who require a more technical/vocational curriculum to ensure engagement.	5,7
CEIAG/Career counsellor	1:2:1 sessions with pupil premium students to ensure they do not become NEET.	6,7
Resources (general)	Provided to ensure pupil premium students are ready for school and access key enrichment activities to improve cultural capital.	4,6,7

**Total budgeted cost: £ 279,879**



## 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 2020 to 2021 academic year.

#### **Attainment**

There has been a positive increase in attainment grades for pupil premium students since 2019. Grade 4+ in English and Maths was 54.5% in 2019, moving to 66.7% in 2021. Grade 5+ has moved from 25.2% in 2019 to 35.7% in 2021. The A8 score has also risen from 37.2 in 2019 to 41.0 in 2021. The Ebacc entry for pupil premium students also increased from 6.1% to 16.7% in 2021.

#### **Attendance**

The attendance of PP students has improved from 2019-21 and the gap between PP and non PP students has decreased to less than 1% point.

### Externally provided programmes

Programme	Provider
Year 10/11 catch-up programme (NTP)	MyTutor

## Further information (optional)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*