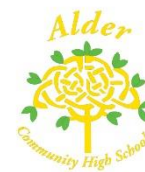


Pupil premium strategy statement

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

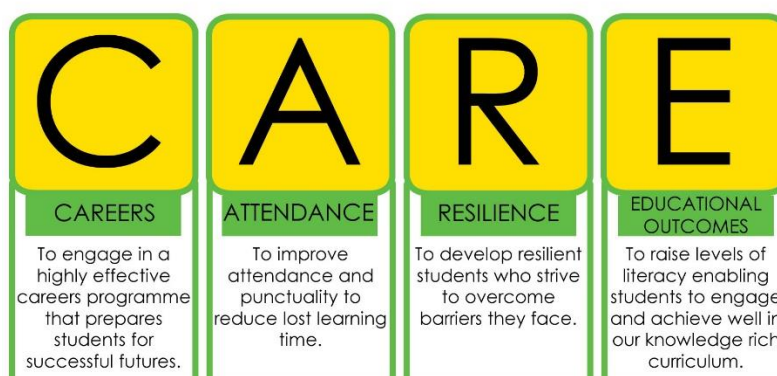
Detail	Data
Number of pupils in school	928
Proportion (%) of pupil premium eligible pupils	35.67%
Academic year/years that our current pupil premium strategy plan covers	2023/4
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mrs Michelle Critchlow
Pupil premium lead	Mr Simon Lamb
Governor / Trustee lead	Mrs N Kirkham

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£298,712
Recovery premium funding allocation this academic year	£81,284
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£379,996

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 2023-2024

- Improve academic outcomes for all pupil premium students
- Improve attendance and punctuality of pupil premium students.
- Improve the standards of literacy, numeracy and vocabulary skills
- Improve students independent study skills
- 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 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	Some 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.

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.	<p>Pupil premium students will access a high quality CEAIG programme and have first access to one-to-one support.</p> <p>No pupil premium student will be prevented from participating in opportunities to increase their cultural capital due to financial background.</p> <p>NEET figures less than national average.</p>
A	Improved attendance for all students and particularly pupil premium students across school.	<p>Whole school attendance 95%</p> <p>Reduce the gap between pupil premium and non-pupil premium students.</p>
R	Identify and support students with SEMH needs, with the goal of sustained improved wellbeing for all students, including those who are disadvantaged.	<p>All students with SEMH needs are supported, either in school or externally.</p> <p>High levels of wellbeing for all students, which can be measured by student voice.</p> <p>Improved levels of resilience and self-regulatory behaviour.</p>
R E	Improved independent study habits of pupil premium students and improved parental engagement to support students maximise their potential.	<p>Support for students to prepare for KS3 and KS4 examinations to develop a range of revision techniques.</p> <p>Pupil premium students provided with KS4 revision materials to support independent study and improve outcomes.</p> <p>Access to library to provide space and resources for independent study.</p> <p>Parent information evening for all years to inform parents of how to support their child/children.</p>
E	Improved use of vocabulary and improved reading comprehension for students across school.	<p>All students engaged in weekly form time vocabulary activities which can be seen to be used across the curriculum through book scrutiny.</p> <p>Accurate reading ages identified and shared with staff to inform teaching.</p> <p>Literacy lead teacher to work with departments to develop whole school strategies to improve literacy.</p>

		Use of Accelerated Reader to support identified students.
E	Improved progress and attainment 8 of pupil premium students and a narrowing of the gap between pupil premium and non-pupil premium students.	<p>Cohort 2024 KS4 outcomes demonstrate that the attainment gap between pupil premium and non- pupil premium students is narrowed.</p> <p>Pupil premium students achieve a positive progress 8 score.</p>

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: £161,000

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
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 A R
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
Purchase revision materials for KS4 disadvantaged students		
Ongoing evaluation and refinement of a knowledge rich	The EEF toolkit identifies a number of teaching and learning strategies which have high impact including feedback, personalised learning,	1,2,4,5,6

curriculum delivered through quality first teaching.	collaborative learning and so CPD can be tailored to these areas that are proven to work. Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	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
Purchase, train and roll out class charts software.	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
Learning walks to ensure quality first teaching in the classroom.	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
Enrichment for all coordinator recruited.	Wide range of enrichment opportunities available to develop students' cultural capital. Arts participation EEF (educationendowmentfoundation.org.uk)	1,2,3,5,6 E

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

Budgeted cost: £141,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading mentors programme supporting year 7 students	“Peer tutoring, on average, has a positive impact on both tutors and tutees” Peer Tutoring EEF (Educationendowmentfoundation.org.uk)	2,4,5,6 E
Accelerated reader and IDL intervention for identifies students to	“Approaches involving digital technology can be successful in improving reading comprehension, particularly when they focus	1,3,4

raise literacy levels and improve access to curriculum	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)	E
Identified students receive one-to-one tutoring from National Tutor Programme (MyTutor)	Before and 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
Progress Leaders for each year group mentor disadvantaged students who experience barriers to their learning and need additional support.	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
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 E
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 E

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

Budgeted cost: £78,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redesign of student support for SEND, behaviour concerns and SEMH.	Interventions for social and emotional skills, behaviour interventions and small group support increase student progress.	1,2,3,5 A R

	Social and emotional learning EEF (educationendowmentfoundation.org.uk)	
Full time counsellor recruited to support student wellbeing.	<p>Social and emotional learning approaches have a positive impact on progress over the course of an academic year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,5</p> <p>A R</p>
Key to Success evenings held to develop parental engagement.	<p>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</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,4,5,6</p> <p>E</p>
Music lessons provided to pupil premium students	<p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>Arts participation EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3</p> <p>E</p>

Total budgeted cost: £380,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	2022	2023
Progress 8	-0.88	-0.34
Grade 9-5 Eng & Maths	14.30%	30.40%
Grade 9-4 Eng & Maths	35.70%	67.90%
Attainment 8	37.97	39.75

Externally provided programmes

Programme	Provider
Year 10 1-to-1 tutoring	My Tutor