

# Pupil premium strategy statement – Alsop High School

Before completing this template, read the Education Endowment Foundation's [guide to the pupil premium](#) and DfE's [pupil premium guidance for school leaders](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium on, within the framework set out by the menu.

All schools that receive pupil premium are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

This statement details our school's use of pupil 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	1350
Proportion (%) of pupil premium eligible pupils	59.0%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	September 2024 – July 2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	J Kerfoot
Pupil premium lead	Miss N L Bruns
Governor / Trustee lead	

## Funding overview N

Detail	Amount
Pupil premium funding allocation this academic year	£832,036.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
<b>Total budget for this academic year</b>	<b>£832,036.00</b>

<i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	
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## Part A: Pupil premium strategy plan

### Statement of intent

Alsop High School serves an area of North Liverpool where the level of social deprivation is in the 10% most deprived areas of the country. The school is a larger than average sized secondary school, operating within the Omega Multi Academy Trust. There are 1350 students on roll, with more boys than girls.

The proportion of disadvantaged students double national at 59%. The school currently has a high number of Looked After Children on roll. Most students are of White British heritage, however this a rapid changing demographic with a significant increase in the number of students coming from minority ethnic backgrounds or speaking English as an additional language- now at 22.5%. The proportion of SEND students is high at 30% and more than double the national average. The prior attainment for students on entry is significantly below the national average.

Our intent at Alsop, is underpinned by Omega's commitment to providing the best possible experience for every child, because all children and young people are entitled to a high- quality education which is appropriate to their needs, promotes high standards and fulfils their potential. This means that all students, regardless of their background or the challenges they face, deserve to make good progress, achieve high attainment across the curriculum and have high aspirations to achieve an ambitious destination.

The focus of our pupil premium strategy is to support our disadvantaged students to achieve that goal irrespective of their starting point so that they can achieve in line with or above the national average of their peers.

We will consider the challenges faced by students who experience vulnerability or multiple vulnerabilities, such as those who have external agencies working with them and or their family. Often, our vulnerable students have a complex set of needs that will not be overcome through one specific strategy.

We understand the importance of ensuring that all teaching meets the needs of each learner, rather than relying on intervention to compensate. We believe in the importance of our six key learning habits and our highly structured, and research-based, Alsop lesson. We subscribe to the view that the most disadvantaged children benefit from strong, repeatable routines,

Our pedagogical approach to improving learning is underpinned by a clear focus on responsive teaching and inclusive teaching. We have thought carefully about what barriers to learning our students are experiencing, and how to remove or, at least, minimise them. For example, we have worked previously with the Ambition Institute, whose sole focus is on improving outcomes for schools in challenging circumstances. Through working with the Ambition Institute, we were able to ensure that our implementation of strategies is not only based upon effective, research and the science of learning but is fully evaluated for effectiveness. The aim of our strategy is to be research/evidenced based and we align our strategy and actions to that of the EEF Tiered Approach in terms of having a positive impact on improving attainment outcomes.

Whilst the intended outcomes of the pupil premium strategy are to improve the attainment progress of disadvantaged students, this is not to the detriment of non-disadvantaged students. Moreover, the expectation is that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- Ensure disadvantaged students are challenged in the work that they are set
- Act early to intervene at the point need is identified
- Adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

The spending of Pupil Premium Funding has been partly influenced by external research; such as the EEF Guide to the Pupil Premium and the DfE study into effective use of Pupil Premium Funding. This research outlines effective methods that support improved Pupil Premium achievement. This year, we have implemented a complete overhaul of the PPF plan to ensure it has maximum impact upon raising the achievement and attainment of the community we serve at Alsop High School. We implement a tiered approach to Pupil Premium spending and have identified barriers to students' achievement bespoke to our school:

- **Teaching and Learning**
- **Targeted academic support**
- **Wider strategies**

We feel this will further refine our strategic approach in accelerating the pace of improvement in the progress of Pupil Premium students in all year groups. We also do not confuse eligibility for the Pupil Premium with low ability, and thus focus on supporting our disadvantaged students to achieve the highest levels

## Challenges

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

Challenge number	Detail of challenge
1. Whole school attendance is currently below that of the National Average (SIP 1)	<p>Our attendance data over the last 3 years indicates that whole school attendance averages at 22/23 80.7%, 23/24 80.6% and 24/25 83%.</p> <p>Disadvantaged students' attendance across the last three years has been 22/23 85.6%, 23/24 75.9% and 24/25 78.5%. Non-disadvantaged students' attendance across the same period is 22/23 92.2%, 23/34 87.4% and 24/25 89.7%.</p> <p>Over the last three years the percentage of students Persistently Absent has been 22/23 40%, 23/24 54.5% and 24/25 44.6%</p> <p>Students from disadvantaged backgrounds who were persistently absent 22/23 50.2%, 23/34 66.6% and 24/25 56.1%. Non-disadvantaged students who were persistently absent across the same period 22/23 26%, 23/34 37.8% and 24/25 27.6%.</p> <p>Whole school attendance in 2024/25 was: 83.0% The number of students classed as PA in 2024/25 was: 44.6% Disadvantaged students' attendance in 2024/5 was 78.5%% Disadvantaged students PA figure in 2024/25 was 56.1%</p> <p>The backgrounds of some PP students mean a number of barriers can prevent students having the structure required to maintain consistency of good attendance. Their lifestyles, especially sleep, diet routines and familial</p>

	support network means that some are at risk of poor attendance and not making progress in line with their peers.
Behaviour for learning.	<p>Our observations and whole school data indicate that the school has made significant improvement in this area over the last 12 months.</p> <p>Disadvantaged pupils are over-represented in suspension rates at Alsop High School.</p> <p>Reduce repeat suspensions particularly in Years 9 and 10</p>
3. The number of students with a reading age three years or more lower than their chronological age (SIP 3)	<p>Poor reading ages remain one of our biggest obstacles to attainment. Students reading below their chronological reading ages are statistically more likely to be poor attenders and to develop behavioural issues. Students with lower reading ages often lack self-esteem and can experience profound sense of exclusion from their peers.</p> <p>In September 2024, the number of students in each year group reading at 3 or more years below their chronological reading age was 100+As a total of the school population that number of students who are now reading three years or more below their chronological reading age is 7.4%, 91% of the Disadvantaged cohort and 9% of the non-disadvantaged cohort.</p> <p>Many of our students do not have access to books at home. BPS students have a 'word gap', or a vocabulary that is below age-related expectations and this poses significant problems for them in accessing the secondary curriculum.</p>
4. Student outcomes are currently below that of National Average (SIP 4)	<p>Academic progress is below the expected standards. The academic progress of disadvantaged students is significantly below national average for disadvantaged students and significantly below non disadvantaged students within school.</p> <p>In 2024/25 the school achieved an Attainment 8 score of 28.1 With the disadvantage Attainment 8 score of 22.5 Non-disadvantaged students Attainment score of 35.3</p>

## 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 achieve and sustain improved attendance for all students, particularly our disadvantaged students (SIP 1)	<p>Safeguarding and Attendance Team support identified students, cohort to reflect patterns identified regular attendance updates</p> <p>The overall attendance rate for all pupils will increase, with consistent high attendance from 2025/26 demonstrated by:</p> <p>The attendance gap between disadvantaged pupils and their non-disadvantaged peers are improving towards the national average.</p> <p>The percentage of all pupils who are persistently absent has reduced and are improving towards the national average reduced.</p>

	The gap between disadvantaged and non-disadvantaged pupils who are persistently absent had reduced are improving towards the national average
Reduction in the number of fixed term exclusions issued to students, including those who are disadvantaged (SIP 2)	<p>By the end of academic year 202/28</p> <p>The number of fixed term exclusions issued to students will have reduced and as a result are improving towards the national average</p> <p>The number of fixed term exclusions issued to disadvantaged students will have reduced and as a result are improving towards the national average</p>
<p>To significantly improve the percentage of disadvantaged students reading at their chronological age. (SIP 3)</p> <p>Students have improved reading ages, sentences and paragraph comprehension – NGRT testing through GL Assessment</p>	<p><b>Disciplinary literacy</b> is an approach to improving literacy across the curriculum that recognises each subject has its own specialist ways of reading, writing, speaking and thinking. It focuses on teaching pupils the subject-specific vocabulary, reading strategies and communication skills they need to access and succeed in each discipline, such as interpreting data in science, evaluating sources in history or explaining reasoning in maths. Disciplinary literacy emphasises that every teacher is a teacher of literacy, helping pupils to understand and use the academic language of their subject.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Closing the Literacy Gap; Alex Quigley, 2018</p> <p>Reading to children has a <b>powerful, well-evidenced impact</b> on their learning, development and long-term outcomes. Research from the EEF, OECD and the National Literacy Trust consistently shows that regular shared reading produces wide-ranging academic, cognitive and emotional benefits. Shared reading takes places in from classes three times a week.</p> <p>The reading interventions are part pf a structured programme which is bespoke for the student based on research and focuses on decoding, comprehension and fluency. Interventions include:</p> <ul style="list-style-type: none"> <li>• <b>Toe by Toe:</b> is a highly structured, evidence-based reading intervention designed to help struggling readers develop accurate decoding skills through daily, tightly sequenced phonics practice. It uses a step-by-step (hence “toe by toe”) approach that introduces sounds, blends and words in small increments, ensuring pupils master each stage before moving on. It is effective for pupils with dyslexia, weak phonological awareness or persistent reading difficulties. At Alsop, this programme is essential to support some of our weakest readers.</li> <li>• Thinking Reading: an intensive, structured reading intervention designed to rapidly accelerate the progress of</li> </ul>

	<p>older struggling readers. It uses a highly personalised, diagnostic approach to identify precise skill gaps and then delivers targeted 1:1 teaching that systematically builds phonological awareness, decoding accuracy, fluency and comprehension. Students accessing Thinking Reading have all made between 12 months and 60 months of reading progress.</p> <ul style="list-style-type: none"> <li>• Lexonik Leap: a structured literacy intervention designed to support learners with significant gaps in phonological awareness, decoding and early reading skills. It delivers short, focused sessions that teach phonics, blending, segmenting and spelling through multisensory, fast-paced activities</li> <li>• Lexonik advance: is a high-impact literacy intervention designed for learners—typically in Key Stage 3 and Key Stage 4—who have secure basic decoding skills but need to rapidly improve vocabulary, reading fluency and comprehension</li> <li>• <b>Lexia</b> : reading gaps, dyslexia, or who need structured practice in phonics and comprehension.</li> </ul>
<p>Significantly improve attainment and progress at the end of Key Stage 4</p> <p>Pupils experience quality first teaching and learning every lesson every day.</p> <p>Consequently, all pupils, but particularly disadvantaged pupils achieve highly, and in line with their peers. There is a sharp and data driven outcomes programme to ensure that gaps in outcomes are closed between disadvantaged pupils and their peers</p> <p>Improve the quality of Teaching and Learning through an effective CPD programme based on:</p> <ul style="list-style-type: none"> <li>-The Alsop Lesson Structure</li> <li>-Responsive teaching</li> <li>-Checking for Understanding</li> </ul> <p>Improved progress for PP students.</p> <p>PP students, monitored at each assessment point, perform in line with national averages for P8 measure and the Basics.</p>	<p>Evidence of improved teaching practice through instructional coaching programme in supporting teachers to develop pace and improve the three teaching and learning priorities.</p> <p>Evidence of “catch up” and progress with identified students who are significantly below their expected level on entry.</p> <p>Improved student outcomes – Headline figures will move towards the national average in all subjects (No P8 currently due to no KS2 data on entry because of the pandemic).</p> <p>All teachers will buy in to developing their practice with other peers. All teachers will be confident in delivering the Alsop lesson.</p> <p>Students in all year groups will demonstrate closing of the gap towards national average</p> <p>Barriers to learning are identified for disadvantaged students and appropriate interventions and support are put into place.</p> <p>Key performance indicators show that the differences between the performance of disadvantaged and non disadvantaged students, including those with higher prior attainment, are diminishing. This includes:</p> <ul style="list-style-type: none"> <li>• Attainment 8</li> <li>• Basics Measure (Strong and standard)</li> </ul> <p>Students will be able to demonstrate a secure subject knowledge in all areas of the curriculum</p> <p>Teachers will have taken part in subject specific CPD to enhance their skills and knowledge of their subject to provide the highest</p>



	<p>quality teaching and learning experience for students.</p> <p>Students will have misconceptions and understanding addressed immediately in every lesson. Staff will routinely plan for this rather than react to it.</p> <p>Students will confidently be able to apply new knowledge independently without the need for repeated instructions and minimal scaffolding. They will self-regulate.</p>
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## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £284,212.57

Activity	Evidence that supports this approach	Challenge number(s) addressed
Using seating plan software to identify underperforming disadvantaged pupils as part of precision seating plans	<p>Effective precision seating plans for students. How and where students are seated can have a positive impact on student behaviour, academic performance and class participation.</p> <p><a href="https://blog.teamsatchel.com/the-benefits-of-seating-plans-for-students?">https://blog.teamsatchel.com/the-benefits-of-seating-plans-for-students?</a></p>	2,3,4
Purchase of standardised diagnostic assessments NGRT	<p>The use of a standardised test can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction.</p> <p><a href="https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1">https://educationendowmentfoundation.org.uk/news/eef-blog-assessing-learning-in-the-new-academic-year-part-1</a></p>	1,2,3,4
Improving literacy in all pupils through: A form time reading programme. Books to be purchased for form time reading programme Staff are taught explicitly how to teach reading and vocabulary • Targeted literacy interventions from entry into the school in Y7	<p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject specific, emphasising the value of supporting teachers in every subject to teach students how to read, write and communicate effectively in their subjects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a> Closing the Literacy Gap; Alex Quigley, 2018.</p> <p>The reading interventions are a way for students to improve their reading skills, and research suggests this is both their comprehension and their fluency. The reading forms are designed to expose students to challenging reading material that is reading age appropriate.</p> <p>Westbrook, Sutherland, Oakhill and Sullivan, 'Just reading': the impact of a faster pace of reading narratives on the comprehension of poorer adolescent readers in English classrooms. (2019) Closing the Reading Gap, Alex Quigley, 2020</p>	1,2,3,4
Developing meta-cognitive and self-	Teaching metacognitive strategies to students can be an inexpensive method to help pupils become more independent	3,4

regulation skills in all pupils. Pupils are taught to self-assess in red pen and reflect on their learning following their 'Do Now' activities and any whole class feedback they receive	learners. Becoming more reflective and organised around knowledge acquisition, assessments and being able to verbalise how to progress.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a>	
Focussing teaching and learning CPD specifically on: Behaviour for Learning Routines Assessment in the lesson Independent Practice Reading, Oracy and Writing	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1,2,3,4
Implement and sustain a whole school professional development model that focuses on the elements of great teaching, calendar for a minimum of 20 weeks of the school year with departmental follow up to embed into daily practice	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching</a>	1,2,3,4

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

Budgeted cost: £ 441,100.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1-1 tuition model after school, at weekends and during holidays to support raising attainment for identified pupils.  Teaching staff and Tutor Trust will be	Evidence shows that small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support. One to one tuition and small group tuition are both effective interventions. Providing training to the staff that deliver small group support is likely to increase impact. Additional small group support can be effectively targeted at disadvantaged pupils.	1,2,3,4



used as they have the acquired knowledge of pupils to close gaps in knowledge.	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
Extra Period 6 for Year 11 across all subjects on a two-week rota to raise the attainment across Key Stage 4	Evidence shows that disadvantaged pupils benefit from more additional school time. 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 hour's provision.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>	1,2,3,4
Two extra Learning Support Assistants (LSA's) in classrooms focusing on PP-SEND pupils who are disadvantaged and underachieving.  Learning Support Assistants who are trained to deliver evidence-based interventions to support learning with fidelity so their impact is maximised for students struggling to access learning	LSA and classroom teachers work closely to identify pupils who are disadvantaged and underachieving particularly if identified as having SEND. If deployed effectively LSA's can have a positive impact on learning for children  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a>	1,2,3,4
All disadvantaged students to have relevant GCSE revision materials for their learning alongside calm spaces to learn	To remove the financial barrier to revision materials all students are provided with revision materials in core subjects including revision guides, flash cards and quiz packs. Every student in Year 11 receives a bespoke bag of revision booklets unique to their combination of courses alongside a home revision kit, removing barriers to home study. Provision of pre and post school independent study rooms for students to catch up on homework or complete revision for exams	3,4

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

Budgeted cost: £106,722.53

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing the enrichment offer across KS3  All students to attend at least school	The breadth of extra-curricular activities spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live.	1,2

based trip or activity across the year group.	<p>Activities such as being a member of a sports team, learning a musical instrument, or attending a local youth group are thought to be enriching life experiences.</p> <p>Apart from their inherent value, it is often claimed that young people can also develop positive tangible outcomes from these experiences of interacting and working with others through organised extra-curricular activities, which could benefit them in later life.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	
Providing tangible reward systems for pupils, promoting the school's values of respect, ambition and resilience.	<p>Under the right circumstances, targeting the right things, rewards can have a positive influence.</p> <p>Positive points for behaviour, postcards, positive phone calls home, reward raffles, stickers and pop-up prizes acknowledge their achievements. These are targeted to engage and motivate students.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	1,2,3,4
Careers Service – Adding additional days/times providing our disadvantaged students with enhanced careers guidance and were appropriate trips to Post 16 providers	<p>This will allow the continued deliver of a high-quality, progressive careers programme that supports all pupils to acquire the knowledge, skills and confidence to fulfil their potential.</p> <p><a href="https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools">https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools</a></p>	1,2,3,4
Embedding principles of good practice set out in DfE's improving School attendance advice including pool cars to support staff in community home visits and a larger attendance team to engage with families	<p>Staff will receive training to develop and implement new procedures including attendance tracking as The Durrington Research School cites the robust tracking of attendance data 'crucial' to addressing attendance issues. This allows patterns of absence to be scrutinised and appropriate interventions to be implemented in a timely manner,</p> <p><a href="https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance">https://researchschool.org.uk/durrington/news/an-evidence-informed-approach-to-improving-attendance</a></p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>DfE Attendance Guide</p>	1,2,3,4
A contingency fund is available for acute issues including barriers to attendance. At Alsop High School this is seen through a lack of school uniform,	<p>Research has shown that for some children, not having the right uniform and missing breakfast, things that we take for granted, were barriers to children setting foot in school. One child support worker reported that children are having to take days off school due to a lack of uniform</p> <p><a href="https://www.sec-ed.co.uk/content/best-practice/boosting-attendance-and-addressing-the-impact-of-poverty-for-vulnerable-learners/">https://www.sec-ed.co.uk/content/best-practice/boosting-attendance-and-addressing-the-impact-of-poverty-for-vulnerable-learners/</a></p>	1,2

Daily breakfast club to improve punctuality and attendance.	<p>There is evidence that providing free, universal, before-school breakfast clubs can benefit pupils, by preparing children for learning or supporting behaviour and school attendance.</p> <p><a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a></p>	1,2,3,4
Further provide social and emotional support to students through an extended Pastoral and Safeguarding Team.	<p>The need for pastoral support, safeguarding and well-being services in school has increased across the country. We serve a community where there are deprivation and a need for family support services to enable children to be able to be equipped to learn whilst in school</p> <p><a href="https://www.mentalhealth.org.uk/explore-mental-health/articles/looking-after-your-mental-health-guide-young-people">https://www.mentalhealth.org.uk/explore-mental-health/articles/looking-after-your-mental-health-guide-young-people</a></p>	1,2,3,4

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Review of Academic Year 2024/25

Challenge Area	Review of actions taken and progress made by PP students
Whole school attendance is currently below that of the National Average (SIP 1)	Alsop High school have implemented the Omega Multi Academy Trust Attendance Charter with a real focus on the first four strands, ensuring attendance is everyone's responsibility.  Strand 1: Promoting Positive Attendance Strand 2: Creating the right conditions Strand 3: Responding to absence Strand 4: Intervening to improve attendance

<p>School culture and behaviour remains a priority to improve student outcomes</p>	<p>Teaching &amp; Behaviour Strategies</p> <ul style="list-style-type: none"> <li>• CPD for teachers on high-leverage behaviour strategies and the “3 Cs” framework; all staff trained by end of HT2.</li> <li>• Teachers supported with clear focus areas over 4–6 weeks, improving behaviour management to standards commensurate with experience.</li> <li>• Monitoring &amp; QA: Drop-ins, learning walks, feedback, and coaching ensure consistent application of behaviour strategies in classrooms.</li> <li>• Impact measures:</li> <li>• 90% of classrooms referencing “3 Cs” framework by HT2.</li> <li>• Student voice indicates understanding of expectations and consistent reinforcement of routines.</li> </ul> <p>2. Routines &amp; Learning Habits</p> <ul style="list-style-type: none"> <li>• Explicit teaching of expected behaviours and routines across lessons, transitions, corridors, and assemblies.</li> <li>• Key routines include: meet and greet, entry/exit, transitions, listening, questioning, classroom silence, corridor conduct, and uniform standards.</li> <li>• Instructional videos and scripted guidance used to reinforce routines for staff and students.</li> <li>• QA &amp; feedback: SLT daily walk-throughs, coaching for staff not embedding routines consistently.</li> <li>• Impact measures:</li> <li>• Reduction in FTS (Failure to Serve) and RLC referrals.</li> <li>• Student voice: students feel safe and learning effectively in all lessons.</li> <li>• Staff voice: staff feel equipped and supported to deliver high-quality lessons.</li> </ul> <p>3. Uniform &amp; Behaviour Standards</p> <ul style="list-style-type: none"> <li>• Clear communication of uniform expectations through assemblies, staff briefings, and parental engagement.</li> <li>• Daily monitoring at line-ups, lesson transitions, and school gates by SLT, AAPs, and Year Managers.</li> <li>• Positive reinforcement: Bromcom points for students meeting standards.</li> <li>• Impact measures:</li> <li>• Reduction in students requiring uniform interventions.</li> <li>• Improved consistency across lessons and transitions.</li> </ul> <p>4. Pastoral &amp; Safeguarding Support</p> <ul style="list-style-type: none"> <li>• Graduated behaviour approach: structured interventions for repeated FTS/PEX incidents, with clear tracking on Bromcom.</li> <li>• SEND &amp; Pupil Premium equity: FTS and repeat suspensions are monitored to prevent over-representation; targeted support provided.</li> </ul> <p><b>Attendance</b></p>
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Attendance has been a core focus of our improvement strategy. The impact after one year is encouraging:

**Current attendance: 87.2%**

- Up 3.9% from last year.
- Equivalent to 50 more students attending regularly.

**Year 7 attendance: 94.8%**

- Higher than 9 out of 20 similar schools.
- Fewer persistently absent students than 14 out of 20 comparators.

**Persistent Absence (PA): 32.7%**

- Improved by 12.4% in one year.
- 158 fewer persistently absent students.

**SEND attendance**

- Improved by 5.4%: over 20 more vulnerable students attending regularly.

**Pupil Premium attendance**

- Improved by 5.2%: 38 more disadvantaged learners attending regularly.

These trends show a cultural shift taking hold. Year 7's strong attendance reflects effective work from the transition team even before pupils joined us.

**5. Behaviour and Inclusion**

- Suspensions down 53% this year to date, following a 22% reduction last year.
- SEND K suspensions down nearly 50%.
- SEND E suspensions down 12%, with a 62% reduction in repeated suspensions.
- Bullying & pastoral concerns: consistent reporting on CPOMS, graduated response, parental communication, and referral to external agencies as needed.
- Impact measures:
  - Reduction in bullying incidents and major behavioural incidents.
  - Increased student safety and wellbeing across all lessons and social spaces.

**5. Mobile Phone Policy**

- Clear expectations for corridor and classroom use communicated to students and staff.



	<ul style="list-style-type: none"> <li>• Staff consistently enforce the policy, reducing distractions and safeguarding risks.</li> <li>• Impact measures:</li> <li>• Fewer classroom and social space disruptions.</li> <li>• Improved engagement, focus, and mental wellbeing.</li> <li>• Reduced incidents of online bullying during school hours.</li> </ul> <p>6. Leadership &amp; Monitoring</p> <ul style="list-style-type: none"> <li>• SLT, Year Managers, and AAPs actively monitor implementation via walk-throughs, learning walks, and data analysis.</li> <li>• Weekly analysis identifies students needing additional intervention.</li> <li>• Leadership supports staff through coaching, CPD, and clear communication of expectations.</li> </ul>
The number of students with a reading age three years or more lower than their chronological age (SIP 3)	Students who attended the 1:1 reading interventions and small group interventions closed the gap between their reading age and their chronological reading age. Whilst not all targeted students closed the gap completely all students narrowed that gap and improved their reading scores at a faster rate than their peers.
Student outcomes are currently below that of National Average (SIP 4)	<p>It is important to note that this cohort of Year 11 students were the cohort that transitioned to secondary school in the middle of the COVID Pandemic. Therefore, there was significant disruption to both their Key Stage 2 and Key Stage 3 educational experience. There is therefore no Key Stage 2 Statutory Assessment data available for this cohort. Progress 8 will, therefore, not be reported nationally this year.</p> <p>In 2024/25 the school achieved an Attainment 8 score of 28.1  With the disadvantage Attainment 8 score of 22.5  Non-disadvantaged students Attainment score of 35.3</p>

## Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.*

Programme	Provider

## Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: <b>How our service pupil premium allocation was spent last academic year</b></i>
<b>The impact of that spending on service pupil premium eligible pupils</b>