

Pupil premium strategy statement

1. Summary information					
School	Alder Grange School				
Academic Year	17-18	Total PP budget	£215,000	Date of most recent PP Review	March 17
Total number of pupils	884	Number of pupils eligible for PP	238	Date for next internal review of this strategy	June 18

2. Current attainment			
	Pupils eligible for PP (your school)	All pupils (your school)	Pupils not eligible for PP (national average)
Standard Pass 2016-17	46%	66%	To be advised
Progress 8 score average	-0.79	-0.46	
Progress 8 score average - Maths	-0.08	0.19	
Progress 8 score average - English	-0.92	-0.44	

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A	Levels of literacy on entry in Y7 for PP are lower than for other pupils, especially for writing, reading (boys), grammar (girls), which prevents them from making good progress in KS3.
B	Levels of maths mental arithmetic skills on entry in Y7 are lower for PP students than for other pupils, which reduces progress in maths in Y7.
C	A high prevalence of mental health/emotional problems for PP students, particularly in KS4 produces barriers to progress which need to be overcome.

External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)					
D	Lower levels of engagement with revision for examinations, particularly out of school time, reduces the performance of PP students in GCSE examinations.				
4. Outcomes					
	<i>Desired outcomes and how they will be measured</i>			<i>Success criteria</i>	
A	Improved levels of literacy, measured by increasing the proportion of pupils making expected progress in English in KS3.			Pupils eligible for PP in KS3 make more progress by the end of the year than 'other' pupils so that a greater proportion meet expected targets than 'other' pupils. This will be evidenced using Grade Collection assessments in each half term.	
B	Improved levels of fluency and accuracy in mathematical calculations, measured by increasing the proportion of pupils making expected progress in maths in Year 7.			Pupils eligible for PP in Year 7 make more progress by the end of the year than 'other' pupils so that a greater proportion meet expected targets than 'other' pupils. This will be evidenced using Grade Collection assessments in each half term.	
C	Improved outcomes for pupils experiencing mental health/ emotional problems in school, measured by an improvement in the progress of these pupils in KS4.			Pupils eligible for PP in KS4 are fully supported to remove emotional barriers to success. This will be evidenced by 100% of these pupils completing at least five full GCSE courses successfully.	
D	Increased preparedness for GCSE examinations, measured by improved participation in revision activities.			Pupils eligible for PP make better progress in Year 11 by undertaking a more effective revision programme for their GCSE exams. This will be evidenced by an expected progress figure for each of English, maths and science which is at least equivalent to that of 'other' pupils, and from online revision logs.	
5. Planned expenditure					
Academic year		2017/2018			
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 /	What is the evidence	How will you ensure it is	Staff lead	When will you review

	approach	and rationale for this choice?	implemented well?		implementation?
D	Increase contact time for KS4 pupils in option subjects to allow for Mastery Learning.	Having explored how the quality of teaching and learning during school time can be improved, it seemed appropriate to attempt to use existing time more effectively. In addition, evidence from the EEF Toolkit shows that on average, mastery learning approaches are effective, leading to an additional five months' progress over the course of a school year and overall . The evidence indicates that, on average, pupils make two additional months' progress per year from extended school time	Implementation of this strategy will be monitored by the Senior Leadership Group, and reported to Governors.	SV	Academic year 2017-18 onwards £51,000
D	Decrease class sizes and increase contact time for maths lessons	Evidence from the EEF Toolkit shows that reducing class sizes can have a moderate impact on learning.	Implementation of this strategy will be monitored by the Senior Leadership Group, and reported to Governors.	SV	Feb 17 July 17 £50,000
C	Integrate the whole school Mindfulness strategy as part of a wider tutorial/IAG delivery to support all pupils' emotional resilience.	Evidence from the EEF Toolkit shows that social and emotional learning strategies can have a moderate impact on learning.	Implementation of this strategy will be monitored by the Senior Leadership Group, and reported to Governors.	DBI	Academic year 2017-18 £1000

D	Introduction of new strategy to identify appropriate individualised interventions.	The EEF Toolkit shows that there is some evidence that pupils from disadvantaged backgrounds can benefit by up to about two months' through the use of Mentoring	Implementation of this strategy will be monitored by the Senior Leadership Group, and reported to Governors.	KR	July 18 £0
D	Provision of Year 11 residential study weekend.	Evidence from previous years shows that pupils attendance at a residential study weekend has a marked impact on their engagement with revision and increases outcomes.	Implementation of this strategy will be monitored by the Senior Leadership Group, and reported to Governors.	SV	Mar 18 £1,050
Total budgeted cost for Quality of Teaching strategies					£103,050
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?
A	Provision of additional literacy-based curriculum groups in year 7-9	Some students need intensive literacy work to enable them to develop the necessary skills to be able to fully access the school curriculum. Providing a 50% literacy- based curriculum for these students in Year 7, with further sessions in years 8 and 9 enables specific interventions to take place.	The interventions are matched to individual need using data from KS2 (including QLA where available). Areas of weakness are targeted and supported using IDL, a programme which has been independently evaluated and shown to be effective in other schools.	KL	Jan 18, July 18 and via Inclusion List meetings. £48,000

<p>A, B, D</p>	<p>Provision of dedicated subject based TAs</p>	<p>Some students need intensive withdrawal work to enable them to develop the necessary skills to be able to fully access the school curriculum. Providing dedicated subject specific Teaching Assistants for these students in all years enables specific interventions to take place. Evidence from the EEF toolkit suggests that TAs can have a positive impact on academic achievement, where TAs support individual pupils or small groups, of one additional month's progress.</p>	<p>The interventions are matched to individual need using data from KS2 (including QLA where available). Areas of weakness are targeted by curriculum leaders/class teachers and supported TAs. Strategies are reviewed at a departmental/middle leader/senior leader level.</p>	<p>KL CLs SLG</p>	<p>Jan 18, July 18 and via ML meetings £23,950</p>
<p>A</p>	<p>Provision of paired reading support.</p>	<p>Evidence gathered via student voice activities for PP pupils' shows that these students read less than other students. Pairing with older pupils to read in school on a regular basis will increase the time spent reading. The EEF Toolkit shows that, overall, studies of oral language interventions consistently show positive benefits on learning, including oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months'</p>	<p>The implementation of this strategy will be integrated into the 'Tomorrows Teachers' programme, to ensure suitable peer support.</p>	<p>SV Curriculum leader for English</p>	<p>July 17 £500</p>
<p>C</p>	<p>Provision of in-school counselling and mentoring support (Social and emotional learning).</p>	<p>To remove emotional barriers to success for targeted students. The EEF Toolkit shows, on average, SEL interventions have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment</p>	<p>Implementation of this strategy will be monitored by the Inclusion List Group, and reported to Governors.</p>	<p>Inclusion Coordinator</p>	<p>July 18 £25,000</p>

A	Provision of targeted study support resources for Science: Science dictionaries to support reading comprehension	The EEF Toolkit shows that on average, reading comprehension approaches improve learning by an additional five months' progress over the course of a school year.	Implementation of this strategy will be monitored by the Curriculum Leader for Science, Senior Leadership Group, and reported to Governors.	Curriculum Leader for Science PP Coordinator	July 18 £500
D	Provision of dedicated interventions for carefully selected pupils at a departmental/Achievement Leader/Senior Leader level	Evidence from previous years shows the increased outcomes from pupils who attend regularly, with an improvement particularly in maths outcomes.	Oversight of this provision will be shared between Senior Leaders and the Year 11 Achievement Leader and Curriculum Leaders with regular parental involvement.	SV/KR and MGu	Feb 18 May 18 £14,000
Total budgeted cost for Targeted Strategies					111,950
Total budgeted cost for Quality of Teaching Strategies (from above)					£103,050
Total budgeted cost for PP					£215,000

6. Review of expenditure – Pupil Premium Grant funding				
Previous Academic Year		2016/2017		
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
A	Decrease class sizes and increase contact time for English lessons, including reading lessons.	<p>This strategy has been effective in supporting good progress for all pupils in KS3 including those eligible for PP, though the gaps in Year 9 are wider than in other years.</p> <p>Year 7 catch up funding has been successful in developing basic literacy skills for ten Y7 students.</p> <p>In KS4, the strategy has had less impact so far. Gaps in English remain, but are narrowing over time. English Progress 8 score improved by 0.14 in 2016/17.</p>	<p>The additional time allocation has been most effective when targeted specifically at reading in KS3. This will continue, with dedicated reading time in the school Learning Resource Centre, and time in English lessons for all pupils in Year 7 to engage in silent reading, one-to-one reading and group reading.</p> <p>At KS4, the additional time has been most effective when used to address issues of 'technical accuracy'. This approach will be extended next year.</p>	£51,000
B	Decrease class sizes and increase contact time for maths lessons	<p>This approach has been very successful in supporting good progress for all pupils in both key stages.</p> <p>Pupils eligible for PP funding make good progress in maths, and in Year 11, 67% of these students made the expected progress or better.</p>	<p>This approach will continue as it has been operating.</p>	£50,000
C	Purchase dedicated on-line revision materials for GCSE pupils.	<p>During this year, GCSEPod resources were purchased to support pupils in KS4 with exam revision. 86% of Year 11 pupils used these materials to support their learning.</p>	<p>The approach was successful in supporting examination revision. However, the materials were felt by some students to have been introduced later than needed, and so they will be used at a much earlier stage in the coming year.</p>	£7,000

D	Provision of Year 11 residential study weekend.	60 Year 11 pupils (44% of the cohort) attended a residential study weekend in April 2016, during which they took part in 11 hours of intensive revision, supported by 25 teachers. The average progress of this group of students was 0.41 grades per subject higher than those who did not attend.	This approach was successful in motivating students to revise, supporting and developing revision skills for students, and will be continued.	£1,050
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
A	Provision of additional literacy-based curriculum groups in year 7-9	Three pupils made sufficiently rapid progress in literacy to enable them to be fully re-integrated into the curriculum. Seven pupils made good progress. Three pupils need to make improved progress.	This approach has been successful in developing basic literacy skills for pupils, enabling more rapid progress across the curriculum. The approach will be continued.	£48,000
B	Provision of one-to-one maths support from a specialist teacher.	70% of targeted pupils receiving one-to-one maths support achieved their expected progress in maths.	This approach was very successful in targeting individual needs, and will be continued.	£6,000
B	Provision of online resources to support progress in maths.	68% of targeted students achieved a Grade 4 or better in their GCSE maths at the end of Year11. Of those who regularly accessed the BKSB resources, 70% gained a grade 4.	The use of BKSB resources was particularly effective in maths. In continuing this approach, more focus needs to be given to supporting English in the same manner.	£3,500
C	Provision of in-school counselling and mentoring support.	Twelve targeted students received specialist counselling or mentoring support during the year. All of these successfully completed their academic year. All completed their GCSE examinations.	This approach was very successful, and will be continued.	£25,000

C	Provision of targeted study support resources for English and maths	GCSEPod resources were used by 62% of targeted students to aid their GCSE revision.	This approach was successful, but was started too late in the year to have a full impact. The approach will continue, but begin earlier in the year.	£4,000
D	Provision of dedicated revision sessions for targeted pupils in English, maths and science.	57% of targeted students made expected progress in GCSE English, compared to 71% for other pupils. 71% of targeted students made expected progress in GCSE maths, compared to 83% for other pupils. 65% of targeted students made expected progress in GCSE Science, compared to 69% for other pupils.	This approach was very successful in maths and science, but less so in English for PP students. The approach will continue in maths and science, but will be modified in English to increase the emphasis on reading.	£10,000
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
Individualised targeted support in departments for PP students	Funding for departmental initiatives to support specific identified PP needs.	This funding was used to support a range of small, targeted approaches to support PP students. This included: - A breakfast club - Lunchtime support at AG+ - Homework club after school - Subsidised transport for PE activities - A visiting author to support English teaching - Additional support in English - Subsidised access to the year 11 study weekend - Sunday Costa Coffee sessions for maths - Additional KS2-3 Transition days for vulnerable student	This approach was effective in meeting specific needs for PP students which arise during the year, and will be continued.	£11,000
			Total PP budget	£205,050

			Total budgeted cost	£216,550
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