

Pupil premium strategy statement

1. Summary information					
School	Alder Grange School				
Academic Year	18-19	Total PP and Year 7 catch-up budget	£205,500	Date of most recent PP Review	Nov 17
Total number of pupils	850	Number of pupils eligible for PP	190	Date for next internal review of this strategy	June 19

2. Current attainment							
	<i>Pupils eligible for Bursary Y13 (your school)</i>	<i>All pupils Y13 (your school)</i>	<i>Pupils not eligible for Bursary (national average)</i>		<i>Pupils eligible for PP Y11 (your school)</i>	<i>All pupils Y11 (your school)</i>	<i>Pupils not eligible for PP (national average)</i>
				Standard Pass 2017-18	29%	59%	0.10
A level Value added	0.15	-0.17		Progress 8 score average	-1.10	-0.39	
Academic Value added	0.16	-0.16		Progress 8 score average - Maths	-0.55	0.25	
General applied Value added	-0.08	-0.23		Progress 8 score average - English	-1.02	-0.38	

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 reading (girls), grammar, punctuation and spelling (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	2018/2019				
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 / 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?
D	Increase contact time for KS4 pupils in option subjects to allow for Mastery Learning/to allow for a three year KS4	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 2018-19 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 18 July 18 £50,000

C	Integrate the whole school Mindfulness and new Mental Health Awareness strategy as part of a wider tutorial/IAG delivery to support all pupils'	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 2018-19 £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 year's shows that pupil's 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?

<p style="text-align: center;">A</p>	<p>Provision of additional literacy-based curriculum groups in year 7-9</p>	<p>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.</p>	<p>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.</p>	<p style="text-align: center;">KL</p>	<p>Jan 19, July 19 and via Inclusion List meetings. £48,000 (including £10,500 Y7 catch-up)</p>
<p style="text-align: center;">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 style="text-align: center;">KL CLs SLG</p>	<p>Jan 19, July 19 and via ML meetings £23,950</p>

A	Provision of paired reading support.	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'	The implementation of this strategy will be integrated into the 'Tomorrows Teachers' programme, to ensure suitable peer support. There will also be the introduction of Y10 and Y11 reading mentors.	RM Curriculum leader for English	July 19 £500
C	Provision of in-school counselling and mentoring support (Social and emotional learning).	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	Implementation of this strategy will be monitored by the Inclusion List Group, and reported to Governors.	DBi	July 19 £25,000
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 19 May 19 £14,000
Total budgeted cost for Targeted Strategies					111,450
Total budgeted cost for Quality of Teaching Strategies (from above)					£103,050
Total budgeted cost for PP					£214,500

6. Review of expenditure – Pupil Premium Grant				
Previous Academic Year		2017/2018		
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
D	Increase contact time for KS4 pupils in option subjects to allow for Mastery Learning/to allow for a three year KS4	This strategy has been effective in supporting good progress for all pupils in KS4 including those eligible for PP. Despite concerns that choosing options early would be difficult both in terms of pupil/parent anxiety and changes to option choices, both were very rare.	The additional time allocation has been most effective is settling pupils into KS4 studies. This will continue, The additional time has been most effective when used to address issues of 'technical accuracy'. This approach will be extended next year.	£51,000 (includes £11,500 for Y7 catch-up)
D	Decrease class sizes and increase contact time for maths lessons	This approach has been very successful in supporting good progress for all pupils in both key stages. Despite a drop in P8 figure for Y11pupils eligible for PP funding, this strategy has had an impact lower down the school e.g. behaviour incidents in Y9 were greatly reduced from the previous years' numbers in Y8 potentially due to pupils studying subjects they had chosen.	This approach will continue as it has been operating.	£50,000

C	Integrate the whole school Mindfulness strategy as part of a wider tutorial/IAG delivery to support all pupils' emotional resilience.	Mindfulness, as part of year group drop-down days, was introduced. Student feedback was positive	The approach was successful in supporting some pupils' social and emotional learning needs. 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.	£1,000
D	Introduction of new strategy to identify appropriate individualised interventions.	The new strategy of coding interventions at grade collections was introduced. The impact of interventions was dependant on department and staff within that department.	The strategy will be revised for the coming year to ensure interventions are more focussed and impactful.	£0
D	Provision of Year 11 residential study weekend.	44 Year 11 pupils (32% of the cohort) attended a residential study weekend in April 2018, during which they took part in 11 hours of intensive revision, supported by 25 teachers. The average progress of this group of pupils attending was 0.30 and 0.01 for PP pupils compared to -0.71 and -1.18 of those not attending.	This approach was successful in motivating students to revise, supporting and developing revision skills for students. The strategy will be continued but held in ag6 rather than residential to allow for more uptake as the price for the residential has become prohibitive for pupils.	£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	The group for 2017-18 was the weakest we have ever had. Almost all pupils made at least satisfactory progress through the study group intervention. Four pupils made very good progress including one pupil who arrived unable to identify all of the single level sounds and struggled to blend and is now able to read simple texts independently and to write short dictated sentences accurately. Three other pupils made good progress. Two pupils made satisfactory 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
A, B, D	Provision of dedicated subject based TAs	All departments had a TA or share of a TA throughout the year.	This approach was very successful in targeting individual needs, and will be continued. Some TAs had a positive impact on academic achievement, where TAs support individual pupils or small groups. This was heavily dependent on the TA involved and on the direction of the TA via the curriculum leader	£23,950
A	Provision of paired reading support.			£500
C	Provision of in-school counselling and mentoring support.	14 PP pupils were (77% of PP cohort) and 34 non-PP pupils (54% of non-PP cohort) were targeted to receive specialist counselling or mentoring support during the year. 11/14 PP (79%) and 24/36 no PP (67%) were successful.	This approach was very successful, and will be continued.	£25,000

A	Provision of targeted study support resources for Science: Science dictionaries to support reading comprehension	Anecdotally, they dictionaries have been used – mainly for supporting ‘Beat the Blues’ corrections. As yet, there is no hard evidence of impact. Science trialled the use of Tassomai with 4 pupils. 1 pupil with poor attendance did use a lot in the time they had it. 1 pupil although didn’t return to school a week after being introduced to the program and despite phone calls home and the right signals from dad, stopped using it. 1 pupil, not PP but given access to Tassomai as a means of encouraging the other three who were good friends with. They were missing lessons due to medical issues. In the end this pupil had the highest usage of the four.	The dictionaries will continue to be available but the numbers of them not increased. Tassomai will not be used this academic year. The Tassomai product will not be used.	£500
D	Provision of dedicated interventions for carefully selected pupils at a departmental/Achievement Leader/Senior Leader level	This was delivered via departments and had a positive overall impact.	.This approach was successful and will continue with some minor amendments.	£14,000
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.	<p>This funding was used to support a range of small, targeted approaches to support PP students. This included:</p> <ul style="list-style-type: none"> - 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 Y7 catch-up budget	£11,500
			Total budgeted cost	£216,550