

School overview

Metric	Data
School name	Alder Grange School
Pupils in school	829
Proportion of disadvantaged pupils	178
Pupil premium allocation this academic year	2019/20 £161,359
Academic year or years covered by statement	September 2018 to August 2021
Publish date	February 2020
Review date	February 2021
Statement authorised by	Joanna Griffiths
Pupil premium lead	Kenny Riddell
Governor lead	Ronnie Barker

Disadvantaged pupil performance overview for last academic year

Progress 8	-0.60
Ebacc entry	0%
Attainment 8	37.42
Percentage of Grade 5+ in English and maths	29%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	Sept 21
Attainment 8	Achieve national average for attainment for all pupils	Sept 21
Percentage of Grade 5+ in English and maths	Achieve average English and maths 5+ scores for cohort (39%) and for similar schools	Sept 2020
Other	Improve attendance to national average	Sept 2020
Ebacc entry	Improve gap on national average EBacc Entry for all pupils from 2019	Sept 2020



Teaching priorities for current academic year (Sept 2019 – August 2020)

Measure	Activity
Priority 1	Recruitment, retention and professional development of English department.
Priority 2	Embed reading and linguistics as part of Language Mastery strategy across years 7 and 8 to increase active reading and reading for pleasure.
Barriers to learning these priorities address	Retaining key members of the English department.
Projected spending	CPD/Research support £2,500

Targeted academic support for current academic year (Sept 2019 – August 2020)

Measure	Activity						
Priority 1	<ul style="list-style-type: none"> Literacy interventions across all years for low attaining disadvantaged pupils <ol style="list-style-type: none"> Reduced class sizes, with small class size (<10) for the lowest ability in core curriculum Improved Library Access and support 						
Priority 2	<ul style="list-style-type: none"> Numeracy interventions across all years for low attaining disadvantaged pupils <ol style="list-style-type: none"> Reduced class sizes, with small class size (<10) for the lowest ability in core curriculum 						
Barriers to learning these priorities address	<ul style="list-style-type: none"> Low levels of literacy on entry from KS2 influencing low literacy outcomes. Low levels of parental support influencing low literacy outcomes 						
Projected spending	<table> <tbody> <tr> <td>a. Additional Teaching Staff</td> <td>£65,000</td> </tr> <tr> <td>b. Library Funding/Refurb</td> <td>£2,000</td> </tr> <tr> <td>Total Spend</td> <td>£67,000</td> </tr> </tbody> </table>	a. Additional Teaching Staff	£65,000	b. Library Funding/Refurb	£2,000	Total Spend	£67,000
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Wider strategies for current academic year (Sept 2019 – August 2020)

Measure	Activity										
Priority 1	Increasing attendance at Breakfast Club amongst disadvantaged pupils.										
Priority 2	Increasing attendance at D6 amongst disadvantaged pupils										
Priority 3	Positive Behaviour Strategy – to support reduced in-class disruptions, and focused support for disadvantaged pupils through in-school mentoring and access to alternative curriculum and/provision.										
Barriers to learning these priorities address	<ul style="list-style-type: none"> Attendance of key pupils at breakfast club and D6 Retention of experienced Attendance Manager 										
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Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given over to allow for staff professional development.	Use of INSET days and additional cover being provided by senior leader.
Targeted support	Ensuring enough time for school literacy-lead to support small groups.	Literacy lead paired with part-time teacher returning from parental leave to free up 2 days a week to lead small groups.
Wider strategies	Engaging the families facing most challenges.	Working closely with the AIW on school outreach programme.

Review: last year's aims and outcomes

Aim	Outcome
Increase contact time for KS4 pupils in option subjects to allow for Mastery Learning/to allow for a three year KS4	Awaiting the results from the first cohort through this to ascertain its impact. Due to our cohorts Y9 will be a mix from September 2020 of options (2) and continuation of subjects from Y8.
Decrease class sizes and increase contact time for maths lessons	Class sizes continue to increase due to demand for places at Alder Grange but remain small, particularly in lower sets. Maths contact time has in fact reduced at in years 7 and 8.
Integrate the whole school Mindfulness and new Mental Health Awareness strategy as part of a wider tutorial/IAG delivery to support all pupils' emotional resilience.	Drop down days have been successful as has the introduction of formalised taught PSHCE lessons in years 7, 8, 9 and 12.
Introduction of new strategy to identify appropriate individualised interventions.	The schools 'fingerprint' analyses of grade collections continues to be a useful tool
Provision of Year 11 residential study weekend.	This has taken place but with smaller numbers than previous years, perhaps due to the change to an on-site location.
Provision of additional literacy-based curriculum groups in year 7-9.	All pupils in years 7 to 9 now have one Linguistics period a week. This is showing great impact.
Provision of dedicated subject based TAs.	These are in place in Maths and English.
Provision of paired reading support.	This has been done with year 7 pupils this year with some impact.
Provision of in-school counselling and mentoring support (Social and emotional learning).	This continues to be a well-used and invaluable tool for the school which we would not be without, despite recent large budget cuts.
Provision of dedicated interventions for carefully selected pupils at a departmental/Achievement Leader/Senior Leader level.	This has had an impact in all year groups, led mainly by the achievement leaders.

