

## Pupil premium strategy statement Sept 2021-Aug2022

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Alder Grange
Number of pupils in school	721 (Y7-Y11)
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	AY 2021-22 AY 2022-23 AY 2023-24
Date this statement was published	17th December 2021
Date on which it will be reviewed	Sept 2022
Statement authorised by	Mrs J Griffiths
Pupil premium lead	Mr K Riddell
Governor / Trustee lead	Welfare Committee

### Funding overview

Detail	Amount
Pupil premium funding allocation this <b>academic</b> year	£154,275 (est) Based upon Sept21-March22: £90k April22-Aug22: £64,275
Recovery premium funding allocation this academic year	£20,590
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£174,865

## Part A: Pupil premium strategy plan

### Statement of intent

Our ultimate objective for our disadvantaged pupils is the same as for all pupils: that they are able to access an inclusive broad range of subjects; discover and develop their knowledge and passions; to be prepared for the future; and to be good citizens.

In practice this means we need to support our disadvantaged pupils in achieving:

- *High Levels of Attendance*
- *Engagement in extracurricular activities, including but not limited to, sports, cultural and team bonding*
- *To have a sense of belonging to the school and wider community*
- *To have equitable access to well trained, well qualified subject experts*
- *To have equitable access to our curriculum*
- *To be confident readers, writers and speakers*
- *To have the skills necessary for next steps*

### Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance</b> in school and attendance in lessons – current data identifies disadvantaged pupils have a lower rate of attendance, and are more likely to be persistent absentees than non-disadvantaged pupils
2	<b>Covid19</b> Impact: National data and reports identify that disadvantaged pupils are more likely to have “fallen behind” during the Covid19 pandemic. Further challenges exist to prevent this gap from widening – anecdotal evidence suggests disadvantaged pupils are less likely to maintain engagement in education during periods of self-isolation and lockdowns
3	<b>Behaviour</b> – School data identifies that disadvantaged pupils have a higher rate of behaviour incidents in school than non-disadvantaged. Fewer achievement points are earned (proportionally) by the disadvantaged cohort than the non-disadvantaged
4	<b>Literacy:</b> Vocabulary and reading are lower on entry than our non-disadvantaged cohort.
5	<b>SafeGuarding/WellBeing:</b> Post Covid19, school has identified a significant increase in the need for Emotional Health & Well Being Support – pupils are less likely to engage in education, without EHWP support. A deterioration in Emotional Health appears to be more prevalent within the disadvantaged cohort.
6	<b>Access to Digital Resources &amp; Homework Environment:</b> Disadvantaged pupils are less likely to have access to devices and Wi-Fi at home – which in turn

	creates a barrier to engagement in education. We have also identified that disadvantaged pupils are less likely to have an appropriate place at home to undertake homework, independent study, and revision
7	<b>Access to Wider Curriculum and Extra-Curricular:</b> Parents and carers of disadvantaged pupils are less likely to be able to contribute to cost of extra-curricular activities, which in turn can create a feeling of not belonging and reduces engagement in education overall

## 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
All disadvantaged pupils achieve their academic full potential	<ul style="list-style-type: none"> <li>• Progress 8 scores in line with predicted</li> <li>• Reduced gap between disadvantaged and non-disadvantaged pupils</li> </ul>
Attendance at school is improved	<ul style="list-style-type: none"> <li>• Absence rates are reduced</li> <li>• Attendance rates are in line with non-disadvantaged pupils</li> <li>• Persistent Absences are reduced</li> </ul>
Literacy is improved	<ul style="list-style-type: none"> <li>• Pupils are confident readers, writers and speakers</li> </ul>
Participation in wider and extra-curricular activities is proportionate and fully inclusive	<ul style="list-style-type: none"> <li>• Attendance at extra-curricular is representative of cohort</li> </ul>

## 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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in Language Mastery: All teachers to be up skilled on further strategies to improve vocabulary, love of reading, and reading fluency	<b>OfStEd:</b> Research identifies higher levels of language mastery support <b>EEF:</b> suggests reading comprehension strategies are very high impact for very low cost based on extensive evidence	2 & 7
Provide key teaching staff with additional non-contact time & TLR to be used to support disadvantaged individuals in maths and English	<b>EEF:</b> Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.	2 & 7
General CPD: Increased awareness of attendance and behaviour management – investment in supporting teachers and learning support staff development	<b>EEF:</b> guidance report is designed to support senior leaders in primary and secondary schools to make better-informed decisions about their behaviour strategies. It includes a number of practical examples of programmes and approaches that should be helpful in schools and classrooms where behaviour is generally good as where there are problems.	1 & 3

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

Budgeted cost: £57,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Saturday School:</b> Provision of 1:1 and small group tuition to identified pupils</p> <p>School open additional hours to provide appropriate places to work or revise</p>	<p><b>DfE:</b> Small group and 1:1 tuition is regarded as pivotal in the “recovery” for those pupils who have been most negatively impacted by the pandemic</p> <p><b>EEF:</b> Peer tutoring - High impact for very low cost based on extensive evidence</p>	2 & 5
<p><b>Linguistics:</b> Creation of specific lessons to support increased language mastery</p>	<p><b>OfStEd</b></p> <p><b>EEF:</b> provides seven recommendations related to reading, writing, talk, vocabulary development and supporting struggling students. Throughout the report, recommendations emphasise the importance of disciplinary literacy.</p>	2 & 7
<p>Provision of <b>structured intervention</b> times for teachers – time off general lesson timetable to focus on specific pupils with a focus on Metacognition and Self-regulated Learning</p>	<p>Small group and 1:1 tuition is regarded as critical to the post covid recovery (gov uk/DfE guidelines)</p> <p><b>EEF:</b> Evidence suggests the use of ‘metacognitive strategies’ – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months’ progress when used well</p>	
<p>Provision of laptops/chrome books to disadvantaged pupils as required</p>	£15,000	

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

Budgeted cost      £95,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Fund full-time attendance manager	All evidence points to attendance being the most important aspect of education £28,700	
Fund 1 pastoral mentor – supporting behaviour and attendance in classes	£24,800	
Fund all extra-curricular activities for disadvantaged pupils, including provision of equipment as required	£26,000	
Creation of additional SafeGuarding and WellBeing role	£16,000	

**Total budgeted cost: £ 174,865**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

*Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.*

*If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England*

Programme	Provider