

Pupil premium strategy statement

3 Year Plan September 2024-August 2027

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 effect that last year’s spending of pupil premium had within our school.

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School overview

Detail	Data
School name	Alder Grange
Number of pupils in school (Y7-Y11)	742
Proportion (%) of pupil premium eligible pupils (Yr 7-11)	22% (164)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept 2024-August 2027
This plan represents the start of the new 3 year plan	
Date this statement was published	16th December 2024
Date on which it will be reviewed	Autumn 2025
Statement authorised by	Mrs J Griffiths
Pupil premium lead	Mr A Good
Governor / Trustee lead	TBC

Funding overview

Detail	Est Amount
Pupil premium funding allocation this academic year (this excludes LAC PPG, but includes PLAC)	£174,000
LAC Funding	£22,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2024/25)	£196,000

Part A: Pupil premium strategy plan

Statement of intent

Our unique and individually tailored curriculum aims to underpin what it is to be an Alder Granger. It is more than just a collection of subjects; it is our high quality, creative and holistic approach which aims to equip pupils with the skills, knowledge, experiences and strong moral values that will help them make the right decisions in life. These are the essential tools for success in today's society. In all aspects of the curriculum and wider curriculum we nurture an environment where all pupils endeavour to be ready, responsible and respectful.

Our curriculum intent aims to ensure that all pupils at Alder Grange are able to:

access an inclusive broad range of subjects - and not just through academic subjects. Our learning is provided through our wider curriculum and in interventions, including outside of the curriculum timetable. We provide personalised bespoke learning where necessary

discover and develop their knowledge and passions - through high quality, creative and inspirational provision we ignite and nurture a thirst for lifelong learning; students are able to express their individual characteristics and are supported by peers and staff raising self-esteem.

be prepared for the future - provide an exciting vision of their potential futures - make them ambitious and provide all pupils with the aspirations and inspiration to enable them to be the best they can be.

be good citizens - to be actively engaged, to have the vocabulary to express opinions and know how to use the democratic processes to effect positive change

The curriculum is intended to promote and value equally, the following cross-curricular themes:

- Culture & the Arts
- STEM & Digital technology
- Language Mastery
- Numeracy
- Reasoning
- Wellbeing - both physical, mental and social
- Spiritual, moral, social and cultural awareness & Citizenship
- Mastery
- Critical thinking//
- Independent learning skills
- Extra curricular projects
- Inclusion

Challenges

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

Challenge number	Detail of challenge
1	Attendance 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	Behaviour – 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
3	Language Mastery: Vocabulary and reading are lower on entry than our non-disadvantaged cohort.
4	SafeGuarding/WellBeing: School has identified a significant increase in the need for Emotional Health & WellBeing 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.
5	Access to Digital Resources & Homework Environment: 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
6	Access to Wider Curriculum and Extra-Curricular: 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
7	Achieving Academic Potential: School & National data suggest disadvantaged pupils achieve less well than non-disadvantaged pupils in government measures

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"> Progress in line with FFT predictions Reduced gap between disadvantaged and non-disadvantaged pupils
Attendance at school is improved	<ul style="list-style-type: none"> Absence rates are reduced Attendance rates are in line with non-disadvantaged pupils Persistent Absences are reduced
Language mastery is improved	<ul style="list-style-type: none"> Pupils are confident readers, writers and speakers
Participation in wider and extra-curricular activities is proportionate and fully inclusive	<ul style="list-style-type: none"> Attendance at extra-curricular is representative of cohort

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** (Sept 2024-August 2025) to address the challenges listed above.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £38,400

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, encourage purposeful reading, reading fluency and academic writing	OFSTED: Research identifies higher levels of language mastery support EEF: suggests reading comprehension strategies are very high impact for very low cost based on extensive evidence £8,750	6
General CPD: Increased awareness of attendance and behaviour management – investment in supporting teachers and learning support staff development Creation of role of Leading Practitioner to support Language Mastery with responsibility for ITTs and ECTs development Additional AHT role to provide guidance and support, primarily to teaching staff, to develop behaviour strategies	EEF: 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. £29,650	1 & 2

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

Budgeted cost: £20,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>After School Provision: Provision of 1:1 and small group tuition to identified disadvantaged pupils delivered by qualified and known teachers</p> <p>Lunchtime Provision: Lunchtime homework club - targeting disadvantaged pupils, particularly those with low attendance</p>	<p>DfE: 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>EEF: Peer tutoring - High impact for very low cost based on extensive evidence</p> <p style="text-align: center;">£8,000 <i>(cost of TAs from 15:30-16:30)</i></p>	<p style="text-align: center;">1 & 5</p>
<p>Linguistics: Creation of specific lessons to support increased language mastery Reading for purpose strategy developed to focus on those with reading ages below chronological ages.</p> <p>NGRT tests (£1500) for all Y7 to select type of focus/intervention needed for each group.</p> <p>Impact measured by reassessing at the end of the year. Weakest readers use the mature reading instruction programme.</p> <p>Whole school Appraisal targets for teaching staff, to support struggling readers via priming, which will advantage all pupils.</p>	<p>OFSTED</p> <p>EEF: 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> <p>Fresh start reading programme (£1100)</p> <p>EEF: Focus on sustained, practical learning - CPD should be ongoing and practical, allowing teachers to apply new skills over time with support.</p> <p>Total, including cost of delivery £4,600</p>	<p style="text-align: center;">7</p>
<p>Revision packs Packs of resources given free to DP and available to all. Revision guides for DP pupils provided free</p>	<p>£3,000</p>	<p style="text-align: center;">5 & 7</p>
<p>Saturday School To support Y11 pupils through mock exams and formal GCSE by providing a warm quiet space and dedicated specialist teacher support</p>	<p>£5,000</p>	

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

Budgeted cost £137,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the number of pastoral leads to one per year group, to support attendance, behaviour, and EHWB. Creating relationships with families built on trust and continued engagement	All evidence supports the fact that attendance in school, and attendance in lessons is the biggest factor in raising achievement. £70,000	1,4
Fund extra-curricular activities for disadvantaged pupils, including provision of equipment as required - this includes positive recruitment of disadvantaged pupils on trips.	£20,000	6
Pool the LAC funding to provide a dedicated mentor (pastoral and academic) to support our looked after children and provide additional mentoring for pupils and expert 3rd party relationships with external agencies	£35,000	3,4,7
Subsidise FSM to cover gap in funding to ensure all pupils have access to a “proper” meal every day (subsidy £0.50 per day)	£12,000	4

Total budgeted cost: £ 196,000

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 2023 to 2024 academic year.

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing

Based on all the information above, the performance of some of our disadvantaged pupils did not meet expectations, and we are at present not fully on course to achieve the outcomes we set out to achieve by 2024/25, as stated in the Intended Outcomes section above.

Our evaluation of the approaches delivered last academic year indicates that a continued focus on attendance in school and engagement in lessons will drive the most improvement for our disadvantaged pupils

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year whilst also maintaining the focus on pastoral support to improve attendance in school and lessons.

In 2024/25 we will continue to follow the EEF research which advises focusing on three key areas:

- 1. Teaching - prioritise high quality teaching which benefits all pupils and has the greatest impact on disadvantaged pupils.*
- 2. Targeted academic support - small group or one to one interventions for pupils who need extra help*
- 3. Wider Strategies - address barriers outside the classroom, such as attendance, behaviour, opportunities and social and emotional support.*

