

Pupil premium strategy statement September 2021/2022

School overview

Metric	Data
School name	Alderman Peel High School
Pupils in school	567
Proportion of disadvantaged pupils	117
Pupil premium allocation this academic year	£144,604
Academic year or years covered by statement	2021/2022
Publish date	23rd September 2021
Review date	Reviewed each half-term with PP Governor
Statement authorised by	Alastair Ogle (Principal)
Pupil premium lead	Bal Tawana (Assistant Principal)
Governor lead	Patricia Lankester

Disadvantaged pupil performance overview for last academic year

Progress 8	Awaiting final figure
Ebacc entry	19.05%
Attainment 8	42.7
Percentage of Grade 5+ in English and maths	43%

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Progress 8	To be decided	Click or tap here to enter text.
Attainment 8	To be decided	Click or tap here to enter text.
Percentage of Grade 5+ in English and maths	To be decided	Click or tap here to enter text.
Other	To be decided	Click or tap here to enter text.
Ebacc entry	To be decided	Click or tap here to enter text.

Teaching priorities for current academic year

Measure	Activity
Priority 1: Access to the Curriculum supported pastorally to ensure all PP students make progress (academically, socially and emotionally)	<p>Prioritise resources according to allocation and need distinguishing between LAC, PLAC and PP students.</p> <p>To monitor and evaluate interventions and small group activities, to organise raising aspiration trips and to support on progress of LAC, PLAC and PP students and to monitor challenge and support on all aspects of student progress.</p> <p>Arrange, monitor and evaluate internal and external intervention/support programmes.</p> <p>Research: Social and Emotional Learning = +4months (EEF Toolkit)</p>
Priority 2: Support PP students with Metacognition and Self-regulation strategies	<p>Provide PP students with support to think about their own learning more explicitly, by teaching them specific strategies for planning, monitoring and evaluating their learning.</p> <p>Research: Metacognition and Self Regulation= +7Months (EEF Toolkit)</p>
Barriers to learning these priorities address	<p>Whilst Attainment of PP students compared to their peers has been excellent and well above national, there is a gap between PP boys and girls.</p> <p>In our school experience PP attendance, behaviour and motivation thrive with outstanding pastoral direction helping pupils to engage and learn.</p>
Projected spending	£78,521

Targeted academic support for current academic year

Measure	Activity
Priority 1: Continue to improve attendance levels and reduce PA	<p>Continue to use the Attendance School Lead to improve attendance and reduce levels of Persistent Absence (PA).</p> <p>Greater frequency of attendance awards e.g. weekly</p> <p>Early intervention with PA students</p> <p>Research: DFE</p>
Priority 2: Improve PP boys attitudes to learning and raise aspirations	<p>Provide Employer Mentors to give PP boys coaching/mentoring to improve attitudes to learning and raise aspirations. Assemblies from ex-APHS students to improve attitudes to learning.</p>

	<p>1:1 Careers Interviews University/Apprenticeship visits/presentations Brilliant Club Membership Training sessions for boys on Learning to Learn Use of specialist TA's in English and Maths</p> <p>Research: Aspirations= 0 months and Mentoring= +1Month (EEF Toolkit). Personal experience has shown these methods have worked at APHS.</p>
Barriers to learning these priorities address	<p>Improving attendance levels in a rural setting with poor transport. Engaging parents/students in strategies to improve their child's attendance and progress. Reduce gaps in learning that poor attendance creates.</p> <p>Ultimately, by improving attitudes and aspirations in PP boys we are hoping will lead to greater rates of progress attainment.</p>
Projected spending	£42,385

Wider strategies for current academic year

Measure	Activity
<p>Priority 1: Engaging the PP families in order to support their own child</p>	<p>Informal Evening for PP Parents to learn how to support their child and how to practically use school Apps/systems to support their child</p> <p>Strengthening school communication systems to support PP family's needs.</p> <p>Provide training on how to support their child</p> <p>Meet the Form Tutor opportunity (virtually)</p> <p>Research: Parental Engagement= +4months (EEF Toolkit)</p>
<p>Priority 2: Enhance the Mental Health and wellbeing of all PP students</p>	<p>Funding for Year 7 and 8 camp at Hilltop. Access for all PP students to a free reading book.</p> <p>Support given by Pastoral Team</p> <p>Free Trips/visits/extra-curricular clubs for all PP students using the PP budget. Also</p>

Barriers to learning these priorities address	<p>Disadvantaged pupils frequently experience health issues related to poor diet and not experiencing positive activities that promote wellbeing outside of school and home environments due to limited incomes (FSM). Disproportionate PP parents suffering from mental health issues themselves.</p> <p>PP parents do not attend parent evening/Information evenings and as a result the children are disadvantaged. Need to reverse this situation.</p> <p>Research: Ofsted/DFE/Young Minds</p>
Projected spending	£23,698

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Having teaching strategies that can be implemented across all subjects to support PP (especially PP boy) students.</p> <p>Measuring the impact of Metacognition and Self-Regulation strategies</p>	<p>Creating and meeting with “Raising Boys Achievement Group” to discuss/pilot new strategies in the classroom to support PP boys (boys in general).</p> <p>Using GLS Assessments and before/after evaluations after each strategy is implemented.</p>
Targeted support	<p>Transport issues in a rural settings mean that it is difficult to get a bus back to school after a medical appointment.</p> <p>Improving attitudes Aspirations will take longer than one academic year</p>	<p>Rewarding attendance will help support this drive to improve attendance and get students/parents on side. Posters stressing the importance of attendance around school, coupled with assemblies on attendance. These targets will appear in next year’s plan PP plan to embed these targets.</p>
Wider strategies	<p>Difficulty of measuring student Mental Health and Wellbeing</p> <p>Improving attitudes and raising aspirations difficult to measure</p>	<p>Devise a student questionnaire for all students (including PP students)</p> <p>Monitor ATL grades on reports for students – reduction in negatives.</p>

Review: last year's aims and outcomes

Aim	Outcome
Based on 2018/2019 – Attendance was below National for PP students	2020/2021- despite the impact of Covid19 – PP attendance is above national but PA is above national average. A focus for 2021/2022
Maintain positive GCSE score for PP students	PP students achieved a positive residual for their GCSE results in 2021 (but girls out performed boys)
To ensure that students do not fall behind in the Covid19 lockdowns	<p>During the Covid 19 pandemic APHS has taken action to ensure that the disadvantage gap does not increase between disadvantaged students and our wider cohort. This has included:</p> <ul style="list-style-type: none"> • During periods of lockdown, phone calls from staff each week to check on student well-being and progress with learning. • Completion of wifi, technology, and learning environment audit to ensure students have access to the technology required and an appropriate workstation. • Loan of 120 laptops and dongles for students who did not have access to required technology. • Registers completed for remote learning and phone calls home for students who had not accessed learning. • Vulnerable students including those in receipt of the Pupil Premium prioritised for on-site schooling during lock down. • Access to supplementary tuition in English and Maths for Key stage Four Pupil Premium students. • Support with food and breakfast club for those on site.