

Pupil premium strategy statement – Alderman Peel High School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
|---|--------------------------------|
| Number of pupils in school | 585 |
| Proportion (%) of pupil premium eligible pupils | 133 (22.7%) |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2022-2025 |
| Date this statement was published | 15 th November 2022 |
| Date on which it will be reviewed | 25 th August 2023 |
| Statement authorised by | Matt Hardman |
| Pupil premium lead | Bal Tawana |
| Governor / Trustee lead | Patricia Lankester |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | £131,005 (based on 133 students) |
| Recovery premium funding allocation this academic year | £39,468 |
| Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i> | £31,877 |
| Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £202,350 |

Part A: Pupil premium strategy plan

Statement of intent

Pre-Covid we had five years of no-gaps between PP and Non-PP students and positive Progress8 scores for PP students. Ultimately, our aim is To ensure we return to this situation.

Through rigorous tracking, careful planning, targeted support and intervention we aim to provide all children the access and opportunities to enjoy academic success, regardless of socio-economic background. We aim to raise life-long aspirations for all students including our disadvantaged students. In doing so we will focus on removing barriers to learning and achieving excellence, ensuring that no child is left behind because of socio-economic disadvantage. The school takes a research based, evidence informed approach and **DRAWS ON** research carried out by expert organisations, such as the Education Endowment Fund.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment e.g. Using GLS Assessment and CAT data, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set;
- act early to intervene at the point where need is identified;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

The barriers to learning that our disadvantaged students face can be very different from student to student, the challenges are often complex and varied and therefore there cannot be a “one size fits all” approach. We will ensure that all teaching staff know who the pupil premium students are and understand what data is telling them. Consequently, they will be able to identify strengths and weaknesses from a subject perspective and to strategically intervene to close knowledge and skills gaps through tailored high quality first teaching, support and intervention.

The focus of our pupil premium strategy is to support all disadvantaged pupils to achieve highly in the classroom and in wider school life. We also consider the challenges faced by non-disadvantaged vulnerable pupils, such as those who have a Social Worker and Young Carers. The activity we have outlined in this statement is also intended to support their needs.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | The school is located in a rural/coastal location and students travel from a geographical area (up to an hour each way to school from 30 different primary schools). There are many barriers to learning as due to the location e.g. lack of transport, lack of opportunities locally, lack of mental health support, seasonal unemployment. |
| 2 | Our attendance data over the 3 years 2019-22 indicates that attendance among disadvantaged students has been between 2 - 5% lower than non-disadvantaged pupils. The pandemic has introduced greater issues regarding attendance and the gap presently (i.e., end of Autumn Term 2022) sits at 88.54%, with 38% of disadvantaged pupils being 'persistently absent' compared to 91% and 30%PA of their peers. In addition, our PA is not where we would like it to be (below National PA). Our assessments and observations indicate that absenteeism is negatively affecting disadvantaged pupils' progress. |
| 3 | Our assessments, observations and discussions with students and families suggest that the education and wellbeing/mental health of many of our disadvantaged students have been impacted by partial school closures far more significantly than for other students. These findings are backed-up by several national studies e.g Findings of " Learning during the pandemic: review of research from England 12th July 2021 " (DFE) This has resulted in significant knowledge gaps resulting in students falling further behind age-related expectations across the curriculum. |
| 4 | Challenge is to improve the behaviour for learning by enhancing our emotional and pastoral support. To have systems in place that ensure that we reward good behaviour and have sanctions in place to reduce poor behaviour. Also, reduce progress gap between PP students and non-PP students (Year 11 Progress 8 2022 -0.45). |
| 5 | Above National average for students with SEND needs. This is due to the good reputation of the school (being so inclusive and supportive) and school being small in size. |

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 PP students access to the Curriculum supported pastorally to ensure all PP | Pupil Premium students in all year groups will have made at least the same |

| | |
|---|---|
| <p>students make progress (academically, socially and emotionally) equivalent to their peers.</p> | <p>rate of progress as non-Pupil Premium students.</p> <p>All progress, attainment and baseline data for Pupil Premium students will be in line with national expectations.</p> <p>Pass Survey results of students.</p> |
| <p>Attendance Improved for Pupil Premium students</p> | <p>Overall attendance of all students will be in line with national expectations and the gap between Pupil Premium and non Pupil Premium students will be reduced. Percentage of students who are PA will be in line with national average and the gap between Pupil Premium and non-Pupil Premium students will be reduced. (over the 3 years of this plan)</p> |
| <p>Behaviour and engagement improved for DA students</p> | <p>Class Charts ratios will demonstrate that Pupil Premium students' behaviour has improved to be in line with non-Pupil Premium students.</p> <p>Overall referrals to the Hub will be reduced and the percentage of Pupil Premium referrals will be in line with non-Pupil Premium.</p> <p>Overall, FTEs will be reduced and the percentage of Pupil Premium referrals will be in line with non-Pupil Premium.</p> |
| <p>Pupil Premium Students ALL progressing onto Post16 routes</p> | <p>Zero NEET figures for Pupil Premium Students.</p> <p>All Year 11 Premium Premium students having a face-to-face Careers appointment with the Careers Advisor.</p> <p>Pupil Premium students having priority on Careers visits to colleges/6th form and paying for transport to Taster Days.</p> |

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: **£65,502.50**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Tailored curriculum for PP students according to allocation and need distinguishing between LAC, PLAC PP students and Young carers.</p> | <p>Research: Social and Emotional Learning = +4months (EEF Toolkit)</p> <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | <p>1, 2, 3, 5</p> |
| <p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> | <p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p> | <p>2,3,4,5</p> |
| <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> | <p>4,5</p> |
| <p>Quality First Teaching for all students and using</p> | <p>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</p> | <p>4.5</p> |

| | | |
|--------------------------------------|--|--|
| a very inclusive approach (see SIDP) | | |
|--------------------------------------|--|--|

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

Budgeted cost: £37,751.25

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <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>“What does the new attendance guidance mean for schools” 19/05/22 Department for Education</p> <p>“Effective Plans” – delivered by Norfolk County Council Attendance Team”</p> <p>“ Working together to improve attendance” Department for Education May 2022</p> | 2,4 |
| <p>1:1 Careers Interviews</p> <p>University/Apprenticeship visits/presentations</p> <p>Brilliant Club Membership</p> <p>Training sessions for boys on Learning to Learn</p> <p>Use of specialist TA’s in English and Maths to reduce gaps in knowledge at KS3.</p> | <p>Research: Aspirations= 0 months and Mentoring= +1Month (EEF Toolkit).</p> <p>Personal experience has shown these methods have worked at APHS during the years we had closed the gaps between PP and non PP students.</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 1,3, 4 |
| <p>Using PETXI to deliver Maths and English tuition for targeted PP students to close any gaps</p> | <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> | 2, 3, 4 |

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

Budgeted cost: **£27, 751.25**

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <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>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>2, 3, 4, 5,</p> |
| <p>Funding for Year 7 camp at Hilltop.</p> <p>Access for all PP students to free reading books.</p> <p>Fast-tracking support from Mental Health Specialists</p> | <p>Life skills and enrichment EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Literacy in Key Stage 2 EEF (educationendowmentfoundation.org.uk)</p> | <p>1,3,5</p> |

Total budgeted cost: £ 131,005

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2021 to 2022 academic year and explain how their performance has been assessed.

Secondary schools should include 2022 key stage 4 performance data, and any other pupil evaluations carried out in the 2021 to 2022 academic year.

2021/2022- Despite the fantastic work of the Attendance Lead the attendance levels are below National for all students (but at National rates for PP students in England). In addition, our PA is above National. The issue being that as a small school a few students refusing to attend school can have a huge negative impact on whole-school attendance rates and PA rates. This will continue to be a target for 2022/2023

PP students achieved a negative residual for their GCSE results in 2022 (-0.45) and PP girls out performed PP boys. This will continue to be a target for improvement 2022/2023. This stark contrast in previous years where the rates of progress were higher for PP students than non-PP e.g 2015 progress was greater by 8 points, 2017 was greater than 0.21 and 2018 greater than 0.03.

To reduce the attainment/progress gap between PP Boys and Non PP Boys The summer 2022 GCSE results continued to highlight the gap between PP boys and other groups and this will continue to be a target for 2022/2023.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

| Programme | Provider |
|---------------|----------------|
| Scholars Club | Brilliant Club |
| | |

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

We do not have Service Children that tend to move schools/housing at the school. We therefore support them with our "Core Pupil Premium Offer " e.g. Free Revision aids, Free Curriculum trips, Clubs, Music lessons, removing potential barriers e.g. transport

The impact of that spending on service pupil premium eligible pupils

Service Children attain very highly and make excellent progress. No service student was NEET and they went on to college/apprenticeships

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.