

Pupil premium strategy statement – Alderman Peel High School **2023 to 2026 (a 3-year plan)**

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	600 (3/11/2023)
Proportion (%) of pupil premium eligible pupils	142 (23.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2025
Date this statement was published	30 th October 2023
Date on which it will be reviewed	1 st September 2024
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	£153,180(based on 142 students)
Recovery premium funding allocation this academic year	£ 43,000
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>	£0
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>	£196,180

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. However, the last two academic years the widening of gaps for Pupil Premium students needs to be addressed. Ultimately, our aim is to ensure we return to a point where there are no gaps in progress between PP and Non-PP students at the school. Our objectives are to improve teaching and learning in the classroom, address “double-disadvantage (e.g. PP and SEND), improve academic behaviours such as behaviour, attendance and adopt positive Attitude Towards Learning (ATL).

We are heavily investing in instructional coaching to holistically improve impact we have as teachers within the classroom. This investment also will ensure equal access to the curriculum for all students through an improvement in adaptive teaching methods. High- quality teaching is at the heart of our approach to reducing gaps in progress/attainment.

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 and other International studies ..

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 (**currently 9 students**). 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 due to the location e.g. lack of public transport, lack of opportunities locally, lack of mental health support, seasonal employment, issue of cost/availability of housing due to high levels of second homes and low incomes.
2	Our attendance data over the 3 years 2020-23 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. There has been a growth in students identified with social and emotional issues, such as anxiety and low self-esteem. 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 2023 -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. Also, see 2023/24 SIDP to support SEND students with adaptive Teaching and Learning strategies.

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 have access to the curriculum supported pastorally to ensure all PP students make progress (academically, socially and emotionally) equivalent to their peers.	<p>Pupil Premium students in all year groups will have made at least the same 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>Data Drop each term for every year group</p> <p>GL Data for English and Maths</p>
Attendance Improved for Pupil Premium students	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)
Behaviour and engagement improved for DA students	<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>

Pupil Premium Students ALL progressing onto Post16 routes	<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>
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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: **£76,592.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tailored curriculum for PP students according to allocation and need distinguishing between LAC, PLAC PP students and Young carers.	<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>	1, 2, 3, 5
Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	<p>Teacher Feedback to Improve Pupil Learning EEF (educationendowmentfoundation.org.uk)</p>	2,3.4.5

ensure they receive the correct additional support through interventions or teacher instruction:		
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	Research: Metacognition and Self Regulation= +7Months (EEF Toolkit)	4,5
Quality First Teaching for all students and using a very inclusive approach (see SIDP)	<u>EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</u>	4, 5
KS3/4 in English, Maths and Science after every data drop to analyse any underachievement of PP students and produce an action plan to rectify this situation.	The OECD: Combatting COVID-19' effect on children EEF Evidence Summaries: Closing the Attainment Gap	2,4,5

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

Budgeted cost: **£38,296.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to use the Attendance School Lead to improve attendance and reduce	"What does the new attendance guidance mean for schools" 19/05/22 Department for Education	2,4

<p>levels of Persistent Absence (PA).</p> <p>Greater frequency of attendance awards e.g. weekly</p> <p>Early intervention with PA students</p>	<p>“Effective Plans” – delivered by Norfolk County Council Attendance Team”</p> <p>“ Working together to improve attendance” Department for Education May 2022</p>	
<p>1:1 Careers Interviews</p> <p>University/Apprenticeship visits/presentations</p> <p>Brilliant Club Membership</p> <p>Training sessions for Year 8/9/10 Behaviours for Learning.</p> <p>Use of specialist TA's in English and Maths to reduce gaps in knowledge at KS3/4 and produce half-term reports on impact on PP progress/attainment</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: **£38,291.50**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Training sessions for Year 8/9/10 Behaviours for Learning.</p>	<p>Research: Metacognition= +7months (EEF Toolkit)</p>	2, 3, 4, 5,

Meet the Form Tutor opportunity (virtually)		
<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>	1,3,5

Total budgeted cost: £ 153,180.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Outline outcomes for disadvantaged pupils in the 2022 to 2023 academic year and explain how their performance has been assessed.

Secondary schools should include 2023 key stage 4 performance data, and any other pupil evaluations carried out in the 2022 to 2023 academic year.

2022/2023- Due to the fantastic work of the Attendance Lead the attendance levels are inline with National attendance for all students. However, 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 2023/20234

PP students achieved a negative residual for their GCSE results in 2023 (-0.81) and PP girls out performed PP boys. This will continue to be a target for improvement 2023/2024. **(Need 2023 data)**

To reduce the attainment/progress gap between PP Boys and Non PP Boys The summer 2023 GCSE results continued to highlight the gap between PP boys and other groups and this will continue to be a target for 2023/2024

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)

<i>For schools that receive this funding, you may wish to provide the following information:</i> 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)

In line with best practice as highlighted by the EEF we do use the Pupil Premium allocation to support students/families that are Young Carers or are allocated a Social Worker. These students face a high degree of disadvantage and we use the Pupil Premium Subsidy to remove these additional barriers to aid their outcomes educationally.