

# Pupil premium strategy statement – Alderman Peel High School

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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	605
Proportion (%) of pupil premium eligible pupils	27% (164 Pupils)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-25 2025-26 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Matt Hardman (Principal)
Pupil premium lead	Matt Hardman (Principal)
Governor / Trustee lead	Vicky Etheridge (CoG)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£176,370
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£176,370

# Part A: Pupil premium strategy plan

## Statement of intent

Ultimate objectives for disadvantaged pupils:

- Ensure disadvantaged pupils at Alderman Peel High School (APHS) make strong progress from their starting points and leave with the qualifications, skills and cultural capital necessary to access further education, training or employment.
- Narrow and eliminate the attainment gaps between disadvantaged (Pupil Premium, PP) pupils and their peers, so that by the end of this strategy disadvantaged pupils achieve outcomes that are in line with or exceed national expectations.
- Remove non-academic barriers (attendance, wellbeing, access to enrichment and resources) that prevent disadvantaged pupils from taking full advantage of high-quality teaching and the curriculum.
- Build aspiration and sustained post-16 destinations by improving careers education, employer engagement and cultural experiences for disadvantaged pupils.

How this strategy works towards those objectives:

- Use the DfE/EEF three-tiered Menu of Approaches: prioritise Tier 1 (High-Quality Teaching) while deploying Tier 2 (Targeted Academic Support) and Tier 3 (Wider Strategies) to tackle barriers specific to APHS pupils.
- Allocate Pupil Premium funding to a coherent programme of activities backed by Education Endowment Foundation (EEF) and Department for Education (DfE) evidence, monitored for fidelity and impact.
- Adopt a whole-school approach: curriculum sequencing, strong classroom practice, structured literacy across subjects, targeted tutoring, and an attendance/wellbeing framework tailored to our rural/coastal context.
- Use precise diagnosis (assessment, reading screening, attendance analysis, pastoral reviews) to target interventions; monitor impact through termly progress reviews led by SLT and governors.

Key principles of the strategy:

- Evidence-led: every major activity is supported by high-quality research (principally EEF guidance and DfE requirements). See evidence hyperlinks throughout (examples: [EEF — High-quality teaching](#), [EEF — One-to-one tuition](#), [DfE — Pupil premium: overview](#)).
- Fewer things done consistently: focus on a small number of high-impact actions rather than many low-impact activities.
- Universal plus targeted: strengthen universal classroom practice (reducing need for intervention), then provide evidence-informed targeted support to those who need it most. “Valuable for all, vital for some”.
- Contextualised: interventions are designed to address APHS-specific barriers (rural/coastal deprivation, attendance, low adult qualifications in catchment, transport/cost barriers to enrichment, below-age reading at KS3).

## Challenges

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

Challenge number	Detail of challenge
1	Geographic and socio-economic context: APHS is rural/coastal; a substantial portion of the community is in higher deprivation deciles. Local children's services and non-pharmacological mental health provision are limited, increasing safeguarding and wellbeing pressure.
2	Attendance gap: whole-school attendance 91.6% vs Pupil Premium 87% (2024-25). Persistent absence among PP students reduces curriculum access and progress.
3	Careers, aspiration and adult qualification deficit: Catchment adult qualification rate is low (26.9% with no qualifications vs 6.8% nationally); limited local business role models reduce aspiration and external career guidance at home. There is a need for high-quality, structured careers, CEIAG and employer engagement for PP pupils.
4	Financial barriers to access: lack of money for uniform, equipment, peripatetic music, school trips, super-curricular experiences; this limits participation in enrichment that supports engagement, cultural capital and applications to post-16 destinations.
5	Literacy on entry to KS3 and ongoing reading gaps: reading ages on entry to KS3 below national average for some pupils; consistent gaps between PP and non-PP pupils in reading and spelling standard scores; this constrains access to the full curriculum.

## 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
Improved attainment in GCSE English and Maths for disadvantaged pupils	By end of strategy year (12 months): PP 4+ English & Maths increases from 48% to 60% and PP 5+ increases from 33% to 42%. By end of strategy (3 years): PP 4+ $\geq$ national non-disadvantaged benchmark; gap between PP and whole school 4+ EM reduced to $\leq$ 8 percentage points. Progress monitored via termly assessment and tracked. (Linked to Challenges 5, 1)
Reduce attendance gap and persistent absence (PA) for PP pupils	Increase PP attendance from 87% to 92% within 12 months and reduce persistent absence ( $\geq$ 10% missed sessions) for PP pupils by 50% year-on-year. Attendance interventions monitored weekly; triggers

	and rapid responses recorded. (Linked to Challenge 2)
Improve reading and literacy across KS3	80% of PP pupils in KS3 reach age-appropriate reading or make 6+ months progress in reading age within 12 months; the mean reading SAS gap between PP and non-PP narrows by at least 0.5 standard score. All subjects adopt disciplinary literacy expectations. (Linked to Challenge 5)
Increase access to enrichment, cultural capital and careers support	100% of PP pupils offered subsidised enrichment (visits, peripatetic lessons, leadership activities); all Year 9–11 PP pupils access at least two employer encounters per year, a substantive work-related activity and personalised CEIAG. Measured by participation logs and destination outcomes (100% Year 11 progression). (Linked to Challenges 3, 4)
Strengthened pastoral support and wellbeing for PP pupils	Reduction in safeguarding escalations related to unmet basic needs (tracking baseline), increased uptake of hub support, and improved self-reported wellbeing scores from PP pupils (termly pastoral surveys). (Linked to Challenges 1, 2, 4)

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 35,274

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD programme focused on high quality instruction, scaffolding and disciplinary literacy across subjects (rolling CPD, coaching cycles, lesson modelling). 'MELC' principles and EEF literacy guidance.	EEF guidance: High-quality teaching; Improving Literacy in Secondary Schools — strong classroom instruction (explicit modelling, scaffolding, cognitive/metacognitive strategies) is high-impact for disadvantaged pupils.	5
Departmental CPD and coaching for consistent presentation and feedback routines; termly whole-	EEF: Effective Professional Development and High-quality teaching guidance. Structured CPD	5

school book scrutiny and feedback loop for teachers.	and monitoring improves teacher practice.	
Whole-school literacy strategy (disciplinary literacy): explicit vocabulary instruction, reading strategies taught in every subject, timetabled independent reading, and subject-specific reading frameworks.	EEF Guidance: Improving Literacy in Secondary Schools — recommendations including disciplinary literacy and vocabulary instruction.	5
Implement standardised screening and diagnostic assessments (NGRT or similar) at KS3 entry and termly reading checks to identify needs and triage support.	EEF: standardised assessments recommended to identify gaps and monitor impact.	5
Investment in teacher release time and NPQ-funded development for middle and senior leaders to support retention, workload management and curriculum leadership.	DfE/EEF guidance on professional development and recruitment: strong PD supports teacher retention and raises quality of classroom provision.	1

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

Budgeted cost: £ 20,450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Structured small-group tuition programme for Year 9–11 PP pupils focused on gap-closing in English and Maths (short sessions, 3–5 times weekly where possible), delivered by trained teachers or high-quality tutors (use National Tutoring Programme/affordable tutoring models where cost-effective).	EEF Teaching & Learning Toolkit: One-to-one and small-group tuition produce positive gains when linked to classroom teaching and delivered regularly.	5
Tiered literacy intervention pathway at KS3: (a) decoding/fluency support for low-decoding pupils, (b) comprehension strategy groups for those with comprehension gaps, (c) vocabulary modules embedded in subject plans. Interventions delivered by trained staff using	EEF Guidance: Improving Literacy in Secondary Schools and evidence on structured literacy interventions.	5

structured programmes; progress reviewed after 8–10 weeks.		
Peer tutoring and subject-pair programmes (e.g., paired reading, maths mentoring within school) to increase practice opportunities and build confidence.	EEF Toolkit: peer and small-group approaches can be effective when structured and monitored.	5
Teaching Assistant deployment plan: train TAs to deliver structured interventions (reading fluency, numeracy pre-teach, comprehension groups) and to support classroom scaffolding under teacher direction.	EEF guidance: TAs most effective when delivering structured interventions and when directed by teachers.	5
Targeted one-to-one mentoring for vulnerable PP pupils combined with tuition (integrated academic + pastoral support), with measurable academic targets.	EEF evidence: targeted, responsive interventions combining academic and pastoral support can improve engagement and attainment.	2, 1, 5

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

Budgeted cost: £120,646

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance-first approach: dedicated attendance lead for PP cohort, rapid response to absence, tailored family engagement, individual attendance plans, and targeted parental communication (texts, calls, structured meetings). Use EEF attendance reflection tool to tailor responses.	EEF Rapid Evidence Assessment: Attendance interventions and EEF supporting attendance tool — targeted, responsive interventions and parental engagement are promising.	2
Free or subsidised uniform, equipment, peripatetic music bursaries and a hardship fund to remove financial barriers; confidential access routes through 'the hub'.	DfE Pupil Premium guidance recommends tackling non-academic barriers (uniform, equipment, trip costs) to support access.	4, 2
Subsidised enrichment programme & targeted outreach: PP-first allocation for trips, peripatetic music, theatre visits, and super-curricular opportunities; transport	EEF/DfE: extracurricular activities can increase engagement and cultural capital; DfE Menu of approaches encourages targeted	3, 4

subsidies where appropriate. Measure uptake and link experiences to curriculum (pre/post activities).	extracurricular provision linked to curriculum.	
Targeted careers education and employer encounters for PP pupils (Gatsby-aligned programme): structured CEIAG, employer visits, work experience, visiting speakers, CV and interview workshops, and targeted support for Post-16 applications. Prioritise Year 9–11 PP cohorts.	Gatsby Benchmarks and DfE careers guidance emphasise employer encounters, structured CEIAG and experiential learning to raise aspiration and destination outcomes.	3
School hub enhancement: increase pastoral hub capacity (Heads of Year and family support) and referral pathways to external services where possible; and targeted SEMH support for PP pupils.	EEF: social and emotional learning (SEL) and bespoke pastoral support contribute to engagement and readiness to learn; multi-component approaches are effective for attendance and wellbeing.	1, 2
Breakfast provision and targeted meal support on low-cost/free basis for PP pupils to improve readiness to learn and reduce barriers to attendance.	EEF evaluations (e.g., Magic Breakfast) show breakfast provision can support readiness to learn and attainment; considered a low-risk supportive measure.	2, 4
Transport solutions / local partnerships: work with LA and community organisations to solve transport or after-school access barriers for PP pupils attending enrichment or tutoring.	DfE and EEF recommend contextual solutions; addressing practical access barriers reduces exclusion from interventions.	1, 4
Parent engagement programme focused on attendance, reading at home and supporting revision (evening workshops, targeted calls, home-learning packs for PP families).	EEF evidence: parental engagement interventions can have small positive impacts on attendance and attainment; targeted communication and workshops are recommended.	2, 5, 4

**Total budgeted cost: £176,370**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published.*
- *Comparison to local and national averages and outcomes achieved by your school's non-disadvantaged pupils (a note of caution can be added to signal that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out 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 used your pupil premium to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

## Further information (optional)

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

### Monitoring, evaluation and governance

- SLT lead (PP lead) will produce a termly impact report for governors showing: spend, activity fidelity, cohort outcomes (attainment, progress, attendance), and case studies for triangulation.
- Each intervention includes baseline measures, clear success criteria (see Intended Outcomes), and pre/post assessment where possible; reading interventions use standardised assessments; tutoring sessions use short outcome measures every 6–8 weeks.
- The local governing body's will review the strategy termly and challenge impact, ensuring compliance with DfE reporting and EEF evidence use.

### Budget summary (high-level)

- The school will prioritise sustained investment in:
  - (a) staffing for classroom improvement (CPD, coaching)
  - (b) targeted tuition and literacy interventions,
  - (c) pastoral/hub capacity and attendance lead,
  - (d) subsidised enrichment/financial support.

Specific figures will be set by the Trust Finance Committee using current allocations; all spend will be recorded in the published Pupil Premium strategy statement.