

Alderbrook School: Pupil Premium Strategy Statement



1. Summary Information					
School	Alderbrook School				
Academic Year	2017-18	Total PP budget	£191,675	Date of most recent PP Review	Oct 2017
Total number of pupils (including Post-16)	1422	Number of pupils eligible for PP	221	Date for next internal review of this strategy	Sept 2018

2. Current Attainment (Based on 2017 unvalidated data)		
L2 Basics Measure	Pupils eligible for PP (34)	Pupils not eligible for PP (211)
% achieving 5A* - C incl. EM (2016-17 only) (5= Basics in English and Maths)	20.6%	53.6%
% achieving Grade 4+ in English	41.2%	73.9%
% achieving Grade 4+ in Mathematics	64.7%	87.2%
% achieving Grade 5+ in English	20.6%	59.7%
% achieving Grade 5+ in Mathematics	47.1%	71.6%
Progress 8 average score	-0.75	0.23
Attainment 8 average score	34.95	50.36
EBacc entered	20.6%	49.8%
EBacc achieved	8.8%	33.6%

3. Barriers To Future Attainment (for pupils eligible for PP)	
In-School Barriers	
A.	Low confidence and ability in literacy
B.	Poor understanding of the importance of good attendance
C.	Low levels of engagement, aspiration and motivation amongst some eligible students
External Barriers	

D.	Low parental / carer engagement and aspirations of students, particularly those with multi vulnerabilities	
4. Desired Outcomes		Success criteria
A.	Underachievement by PP students minimised	Higher P8 and A8 average scores, particularly in English and Maths
B.	Pupil Premium students more closely monitored	PP students receive relevant bespoke intervention by dedicated SLT members
C.	Parents/Carers more actively involved in their children's school life	Improved engagement with parents/carers
D.	Pupil Premium attendance rates improve	Improved attendance data

5. Planned Expenditure					
Academic Year		2017-18			
The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.					
i. Quality of teaching for all					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Underachievement is challenged; barriers are identified and interventions put in place	Close monitoring of progress and identification of relevant intervention	See Barriers A and C.	Teachers identify bespoke interventions required and measure the impact of those interventions.	DES, CZC	Termly PP strategy review

Students' effort levels are increased and motivation is enhanced	SLT mentoring of multi-vulnerability students	See Barrier C.	Pupil Premium and learning conversations / interventions recorded. Tracking and monitoring of Learning and Behaviour grades as well as academic performance; targeted interventions and impact monitored Regular SLT mentoring meetings with targeted students	DES, CZC	Termly data captures and meetings with AHTs and HODs
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Total Budgeted Cost £10,000

ii. Targeted support

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
P8 scores increase for PP students	Close monitoring by HODs and teachers with interventions and impact monitored SLT mentoring.	See Barriers A and C	Termly data captures as well as HOD and AHTs.	DES, CZC	Termly data captures

Total Budgeted Cost £165,000

iii. Other approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Disadvantaged students show greater motivation	Additional pastoral support programmes	See Barrier C.	Regular monitoring by the two specialists involved as well as final impact reports	LIJ, JOK, HUK (Emotional Freedom Technique)	Ongoing and July 2018
More time on English and Maths and other curriculum subjects through 1:1 and small group sessions	Re-allocation of staff for support. Specialist staff to work with individuals and small groups, monitor progress and intervene as and when necessary	See Barriers A and C.	Conversations with staff and through termly data captures on eligible pupils. Curriculum AHTs to redeploy staff where necessary and keep track on interventions and student progress.	SLT	Ongoing

Engagement with Home Learning and wider curriculum/learning	GCSE Pod Duke of Edinburgh Peripatetic Music lessons Swimming lessons Revision Guides Examination remarks	See Barrier C.	Letters home to the parents/carers of Persistent Absentees. Funding allocated on a need by need basis.	DES, CZC	Ongoing
Total Budgeted Cost					£25,000

6. Review of Expenditure				
Previous Academic Year		2016-17		
i. Quality Of Teaching For All				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Quality of teaching and learning enhanced through specialist recruitment	Recruitment of specialists. Funding used to retain outstanding staff advertise for specialists	Key appointments have strengthened English and Maths staffing further. Alderbrook is fully staffed with specialist teachers in shortage subject areas.	A very successful approach, to be continued as and when necessary.	£150,000
ii. Targeted Support				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost
Improved motivation, behaviour and attendance of Pupil Premium pupils	1:1 coaching and mentoring support with a Life Coach and Positive Outlook Coach.	Two external professional colleagues have worked hard with a group of students having an impact on their motivation, behaviour and attitude to school	Very successful strategy which is continuing and expanding	£15,000
iii. Other Approaches				
Desired outcome	Chosen action / approach	Estimated impact:	Lessons learned	Cost

Post-16 IAG	Careers support with a Careers Advisor	NEETS minimal and almost all enter further education or training	This is a very successful strategy and shall continue	£5,000
Reduced and condensed timetables when necessary	Year 11 intervention	School refusal minimised; positive impact on student well-being and ability to perform	A highly successful strategy which shall continue	£2,000
Access to an engaging, relevant and enriching curriculum	Extra-curricular opportunities, trips and visits.	Pupil Premium funding used to augment eligible students' educational experiences	A successful strategy which shall continue	5,000
Provide opportunities for staff to use the funding to improve student outcomes	Department Bidding system	Departments given the opportunity to bid for funds to provide relevant intervention	A successful strategy which shall continue	£10,000
Provide financial support for students facing financial pressures	Hardship Fund	Hardship Fund used wisely and where necessary for eligible students	A successful strategy which shall continue	£5,000

7. Additional detail

Alderbrook School Context

Alderbrook School's Pupil Premium Strategy continues to work hard for disadvantaged students and impacts strongly on improving outcomes for disadvantaged students, including the Most Able and LAC. All Pupil Premium students are supported by the strategy to make outstanding progress across their time here. Differences are identified and effort is made to diminish them alongside a robust and steadfast adherence to the Pupil Premium agenda.

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