Alderbrook School - Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	Alderbrook School
Number of pupils in school	1323 (plus 206 in 6th form based at Alderbrook School)
Proportion (%) of pupil premium eligible pupils	20.71% (Year 7-11)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022-2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Tom Beveridge Headteacher
Pupil premium lead	Emma Jones Assistant Headteacher
Governor / Trustee lead	Andrea Quigley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£254,030
Recovery premium funding allocation this academic year	£36,347
Pupil premium funding carried forward from previous years – (Recovery)	£51,705
Total budget for this academic year	£342,082

Part A: Pupil premium strategy plan

Statement of intent

Our intention as Alderbrook School is that all students, no matter their background or challenges they face, will have access to a high quality inclusive education which will support, challenge and inspire all our students. We as a school are committed to ensuring that all of our young people develop in to happy, well-prepared and confident adults. Building positive relationships between the students, staff and the wider community is vital and will underpin our strategy.

Through our whole school trauma informed approach and regular data analysis, we are sympathetic to those students, who for any number of reasons, may find learning more difficult. Through high quality teaching and tailored pastoral care, we aim to meet the needs of the students and help support them as learners.

We aim to raise achievement of all of our students as well as ensuring that we are closing the disadvantaged attainment gap. Students' needs will be met in the strategy by:
1) High quality teaching and learning focused on Rosenshein's principles.
2) Targeted academic support
3) Wider strategies to promote personal development.

Our strategy is also integral for wider school plans for educational recovery such as the National Tutoring Programme where the school has a designated member of staff to coordinate intervention for students who have been worst affected by Covid 19.

Key Principles for the use of Pupil Premium are:
Alderbrook School never confuses eligibility for the Pupil Premium with low ability and focuses on supporting disadvantaged students to achieve the highest possible levels, both academically and pastorally
- The school thoroughly analyses which students are underachieving, particularly in English and Mathematics and the reasons for this
- The school draws upon its previous experiences in order to allocate funding to activities which are most likely to have a positive impact in raising attainment and progress of eligible students in our context
- The school uses achievement data regularly and robustly, to check the effectiveness of interventions and makes adjustments accordingly
- The school ensures that a dedicated senior leader (an Assistant Headteacher), plus the Headteacher and Governing Body, have a clear overview of how funding is allocated. They review the difference it is making to the outcomes of students on a termly basis and in between data collections
- The school ensures that all subject teachers know which students are eligible for the Pupil Premium so that they can take responsibility for accelerating progress on an individual basis
- The school successfully uses Pupil Premium funding to tackle a range of issues, e.g. attendance, behaviour, confidence, resilience, reading, factors outside of school, effective teaching and learning, literacy support, targeted support, further enrichment and so on.

The challenges highlighted in this strategy are based on diagnostic assessment about the impact of disadvantage and reflection of the previous outcomes of last year's strategy. To ensure that Alderbrook school is effective in addressing these challenges, we will ensure that we adopt a whole school approach using Pupil Premium Champions from each subject to ensure that disadvantaged needs are met across the school.

Challenges

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

Challenge number	Detail of challenge
1	**Academic Gap** The progress of the pupil premium students as a group is lower than that of non-pupil premium students in the external 2019 assessments and the 2021 TAGs. *See table below*
2	**Attendance and Punctuality** The attendance data over the last few years indicates that attendance amongst disadvantaged students has been lower than students that are not eligible for PP. Disadvantaged students are more likely to be persistent absentees which will negatively impact their progress. Currently, between Sept to Nov 21, there are 32 PP Students with 100% attendance. *See table below*
3	**Reading and Literacy** Reading age of disadvantaged students is genuinely lower compared to non PP students. When looking at the lowest 20% reading age of the cohort, 37% of the named Year 7 students and 34% of named Year 8 students are PP. Teacher observations and feedback also shows lower level comprehension, which impacts progress in all subjects. Using data from Accelerated Reader (NRSS), which compares each child nationally with the same date of birth, we can see that 24% of PP children are working below age expectations. 72% of PP reading age is below 11 years old, based on Year 7 September baseline data. 30% of PP students' spelling age is below 11 years old, based on Year 7 baseline data.
4	**Mental Health and Wellbeing** Many students have experienced challenges during the pandemic that have exacerbated mental health concerns and well-being issues. We have received a significant spike in

Table for Challenge 1:

	2018-2019 Exam Grades		2021 Teacher Assessed Grades	
	All students/ Non PP	**PP**	**All students/ Non Students**	**PP**
Attainment 8	All:49.68 Non: 51.37	PP:39.92	All:53.82 Non: 54.97	PP:48.4
% 4+ E and M	All: 77.9 Non: 79.3	PP 69.4	All:81.7 Non 82.4	PP: 78.3
EBACC entry	All: 102/ 41.8% Non: 92/ 44.2%	PP:10/ 27.8%	All: 65/ 24.8% Non: 56/25.9%	PP: 9/19.6%

Table for Challenge 2:

	PP attendance	Non-PP attendance	Gap
2019-2020	89.42%	90.72 %	4.93 %
2020-2021	84.18%	90.72%	6.54 %
Sept to Nov 21	87.92%	92.84%	4.92 %

		safeguarding concerns and self-harm (a trend seen nationally). Through form time mentoring, student voice and discussions with students and parents, there has been a rise in students coming forward with anxiety, depression and low self-esteem. In a recent PP pupil voice, most participants felt that they did not like answering questions out loud due to embarrassment and were reluctant to ask for help. At our school, we offer a range of external practitioners to support students, so far this year (Sept- Nov 21), out of 28 students who are being seen, 13/28 (46.8%) are PP.
5	**Low aspirations and ambitions**	
	Some students have less opportunity to engage with extra-curricular or positions of responsibility therefore their cultural capital appears lower. Out of the PP students spoken to, 48% did not take part in extra-curricular activities at the school and only 5% of prefects selected in 2020-2021 were eligible for PP. National statistics show a need to provide wider access to opportunities surrounding careers and pathways for PP children who are also more likely to become NEETs.	
6	**Independent Learning and organisation**	
	Recent student voice and discussions with students during lockdown, shows that completing work at home is an issue for some PP students and that the KS4 students do not know how to revise effectively. Report data imputed by staff shows that disadvantage students are less independent than non PP. Looking at behaviour data, PP students appear to gain a large number of BPs for homework and preparation for learning.	

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 amongst disadvantaged students in all year groups. **Disadvantaged students make exceptional academic progress and are above national average.**	• Progress data shows a narrowing of the disadvantage gap • All disadvantage students score a grade 4+ in English and Maths
Disadvantaged students have excellent and sustained levels of attendance and punctuality. Students have at least National average attendance.	• Attendance meets or exceeds national expectations and is in line with the school's overall attendance figures. • Improvement of individual students with poor attendance with intervention from EWO and pastoral team • Increase in the number of students who are eligible for PP (currently 32) getting 100% attendance each term. • The percentage of students who are persistently absent reducing.
Improved reading comprehension amongst disadvantaged students across KS3 and a developed culture of reading across all year groups.	• Positive impact of library and reading lessons shown through Pupil voice • Accelerated reader data shows improvement in KS3 reading ages and that Year 7 and 8 students are reading regularly • Increase in students accessing books from the library

	• Lexonic data shows improvement on the students selected • Exceptional progress from baseline tests for PP Year 7 students shows impact of reading mentors
To use our pastoral system and whole school trauma informed approach to achieve and sustain improved wellbeing for all students. **Students feel supported and have positive relationships with staff and one another.**	• All staff are trained in trauma informed approach and emotion coaching • Increased number of Senior Leadership staff are safeguarding trained • All disadvantaged students can name a trusted adult • Student voice data shows high level of improved wellbeing • Students know where to gain advice for different scenarios when asked • A significant increase in participation of enrichment activities amongst disadvantage students such as peri music, trips and extra-curricular activities • Additional support available for students such as counselling, mentoring and careers advice.
PP students are ambitious for their futures and make the most of opportunities offered by the school such as positions of responsibilities. **All students progress on to high quality post 16 provisions.**	• All students have had at least one careers appointment • Year 11 destination data shows that NEETs are low • An increase of PP students in the school accessing roles of responsibility such as prefect and ABK Parliament representative. • A significant increase in participation of enrichment activities amongst disadvantage students such as peri music, trips and extra-curricular activities
Students are supported to complete independent learning outside of lessons and attitude to learning is improved.	• Behaviour data shows students are receiving less behaviour points for homework. • Registers show that KS3 students are accessing the homework club at lunch and KS4 after school at the Library. • The average score of attitude to learning amongst PP students has improved. • Report data shows that disadvantage students' independence have improved. • Student voice shows that students feel more confident in revision techniques and accessing revision resources online. • GCSEPOD/ Hegarty Maths/Seneca etc data shows an increase of PP students accessing the websites.

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: £ *190,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality recruitment and retention of staff • *Additional staff are recruited in English, Maths and Science as well as other key areas. This facilitates the creation of small intervention classes.* • *We recruit from Teach First to supplement our own recruitment processes.* • *Leadership opportunities are created in line with whole-school priorities to ensure that excellent teachers are retained through qualifications such as:* *Leading Teacher Development (NPQLTD)* *Leading Behaviour and Culture (NPQLBC)* *Leading Teaching (NPQLT)* *Senior Leadership (NPQSL)*	Research nationally, has suggested that disadvantaged pupils are disproportionately impacted by a higher turnover of staff **(Mark Rowland-Addressing Educational Disadvantage)**	1, 3,4
Ensuring high quality teaching and curriculum in every classroom through continuous CPD and training. • Moving towards an Instructional Coaching model which is bespoke CPD for all teaching staff to develop and learn new teaching strategies. • Through Instructional Coaching, we will identify staff who need support with aspects of teaching and provide them with a suitable coach. • Whole school CPD lesson studies approach on Rosenshine's principles allows staff to share a common language and understanding of the school's approach to inclusive teaching. • "15 to 1" – Directed time given to all teaching staff to reflect on their practice and read teaching and learning research. • Regular Subject Meetings focus on the quality of teaching and learning within departments. Staff briefing, shares good retrieval practice from a range of subjects. • Learning Walks and regular observations ensure that departmental areas for development are identified and addressed. • Exam board training on standardisation and moderation is completed in each department with online webinars or face to face CPD.	**(Lemov et al- Teach like a Champion 2.0)** **(Kirschner and Hendrick- How learning happens)** **https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf** Meaningful feedback supports student progress, building learning, addressing misunderstandings, and thereby closing the gap https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback Metacognitive strategies – which get pupils to think about their own learning – can be worth the equivalent of an additional +7 months' progress when used well. https://educationendowmentfoundation.org.uk/education-	1,3,4

• The SENCO and DSL train staff on the specific needs of SEND and vulnerable students throughout the course of the year. • Whole school training of Trauma informed approach, attachment and emotional coaching taught by our Educational Psychologist.	evidence/guidance-reports/metacognition	
Support for Early Careers Teachers, Teach First participants and Unqualified Teachers •Training members of staff are observed regularly and given targeted feedback to improve their teaching. This is tracked over time. •Trainees observe experienced members of staff teach to share best practice. Open door fortnights to encourage staff to see a range of departments. •In-house professional studies workshops are offered to trainees and focus on key elements of effective teaching. • Members of staff are involved in the local Teaching School Hub's Secondary Curriculum Development Focus Group sharing good practice across schools in Solihull.	Research tells us that high quality teaching can narrow the disadvantage gap. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,3
Improving literacy across the school and embedding a culture of reading in all year groups • CPD sessions • Subjects using the new Library stocked with subject resources and a dedicated Librarian to aid lessons. • Whole school reading programme within form time	Reading comprehension strategies are high impact on average (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies "Why closing the word gap matters" https://www.oup.com.cn/test/word-gap.pdf	1,3

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

Budgeted cost: £*90,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catchup coordinator • *A member of staff has been allocated to coordinate and target key students for small intervention/ tutoring sessions.*	Evidence consistently shows the positive impact that targeted academic support can have, including for those pupils who are not making good progress across the spectrum of achievement. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support	1,3,6
Personalised tutoring and support • *Every student completes a formalised assessment in every subject at least three times through the year. This data is tracked on a department level over time to ensure that progress is made.*	Evidence for in-class small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1

• *Subject Leaders work with the Leadership Group to ensure that timely and decisive action is taken to address underperformance in key areas of the department based on this continuous assessment- these students are then selected for assertive mentoring* • *Smaller classes are created for targeted groups of students who are underperforming- three tutors currently working with smaller groups in Maths KS4.* • *Formalised intervention at lunchtime and after school is prescribed for students who need further support. PP students are invited to the library for a quiet space to work.* • *Whole school day topic Intervention sessions (PETxi) in English and Science based on progress/ attainment and the impact of lockdown* • *Engaging with the National tutoring programme to providing school led tutoring for pupils whose education has been impacted by the pandemic.*	Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data https://educationendowmentfoundati on.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	
Literacy and vocabulary acquisition • We have added to our reading stock in the library and have a designated librarian who supports intervention. • Progress in literacy is monitored and shows our students' enjoyment of reading. • *6th form led reading mentoring for the lowest 20% reading age in Year 7 at form time.* • *Accelerated reader and Lexonic to support students in comprehension and to address gaps in vocabulary.*	EEF Project – AR. 'The study found that Year 7 pupils who were offered Accelerated Reader made 5 months' additional progress', https://educationendowmentfoundati on.org.uk/projects-and-evaluation/projects/accelerated-reader Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. https://educationendowmentfoundati on.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,3
Additional resources •*Hard copies of key texts and textbooks are purchased/ subsidised for disadvantaged students at GCSE level if support is needed.* •*Online platforms such as GCSEPod, Hegarty Maths and Microsoft Teams ensure that students benefit from tailored and interactive resources which can be accessed from home.* •*Where necessary, laptops and data cards are given to students without technology at home.* •*Students have access to the Library before and after school, as well as during break and lunchtimes to ensure that they can complete homework and extend their learning.*	As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated, engaged, and determined to succeed. https://educationendowmentfoundation.or g.uk/guidance-for-teachers/learning-behaviours	1,3,6

Wider strategies

Budgeted cost: £ *50,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school trauma informed approach • CPD, T&L Briefings, Assemblies and systems to develop a school culture to embed high expectations and encourages positive relationships and values of: Ambition, Bravery and Kindness. • Continuation of PP Champions to maintain focus of PP within departments, liaise with pastoral and departmental staff to signpost potential interventions.	Schools should build leadership capacity through implementation teams as they build local capacity to facilitate and shepherd projects. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation	1,5
Enrichment opportunities after school provision for students. Revision sessions/ interventions • Invitation for PP students to access the library at lunch time and the end of the day to complete independent study. • Contact with parents of FSM about the opportunities for students to do over the holiday time *(HAF)* • PP students receive funded Music lessons from Solihull Music Service at school. • *Offer of trips and educational visits are paid or subsidised depending on individual circumstance. Likewise for experiences such as D of E.* • *The school has a range of extracurricular clubs after school for students to be involved in. PP students are invited by their teachers.*	The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Physical activity has important benefits in terms of health, wellbeing and physical development. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity	5,6
Targeted pastoral and wellbeing support (students and staff) • *Additional counselling and external agencies to support students with: Bereavement, CBT, behaviour coaching.* • *Non-teaching pastoral managers appointed to each year group to support pastoral care of students, alongside teaching Heads of Year.*	High-quality programme implementation is critical to achieving positive outcomes. https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions	2,5,6

• *The support of an Educational psychologist to advise and provide staff with strategies for individual students.* • A dedicated PM and HoY for each year group to monitor carefully the behaviour and needs of their students. • We have a full time fully qualified Careers advisor to provide targeted careers provision. • A programme of Spiritual, Moral, Social and Cultural content is delivered pastorally through Tutors and assemblies to ensure that students are emotionally literate and supported. • PSHCE is delivered effectively to compliment the SMSC programme. • Wellbeing for Staff- coaching and supervision for pastoral staff if offered regularly.		
Ensuring high levels of attendance for all students • EWO support for two days a week to monitor and visit persistent absentees. • Dedicated Attendance officer produces tracking reports for HoY and Pastoral managers to monitor their year group. • Attendance training for key pastoral staff	DFE 2016 – found that the higher the overall absence rate across KS4 the lower the likely level of attainment at the end of KS4. "Overall absence had a statistically negative link to attainment". https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances	2
Building positive relationships with parents and wider community •*Implementation of SIMs Parent App to aid engagement of parents and raise the awareness of rewards and attendance.* •*Parent coaching evening by an external agency.* •*Additional information evening for parents* •*Parents contacted prior to parents' evenings*	Parental engagement has a positive impact on average of 4 months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	5
Contingency and hardship fund • Uniform, equipment etc)	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond to needs that have not yet been identified.	ALL

Total budgeted cost: £ *330,000*

Contingency: £12082

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account.

BARRIER	OUTCOME
A) Wider gaps than ever before between non-PP & PP due to Covid 19 school closures.	Additional teachers allowed for small group intervention within core subjects such as Maths and English as students were able to work closely with skilled members of staff. The use of attaching a HOY/AHT to a year group has allowed regular analysis of students' progress which informed decisions on what disadvantage students could benefit from the small intervention groups.
B) Suitable independent learning environment	Due to Covid, the "Get up and go" and "Learn more later" were split into year group bubbles, this meant that attendance for the sessions were not as high as expected. To make an impact, the sessions need to be regular for students and in the same place. This issue should hopefully be addressed with the introduction of our new library with a designated Librarian.
C) Attendance rates for PP are below school average.	There is still a gap between PP- (87.92%) (Non PP- 92.84%) based on Nov 2021 data however the school's overall attendance is above average state school attendance (DFE- Nov 21- 88.9%). The use of the EWO is vital in putting in interventions to support PP students coming into school- such as bus passes etc. The list of persistent absentees greater at this time of year than we have ever had before, with Covid now being recorded under illness and not the X code this is therefore something we need to be mindful of when looking at attendance rates
D) Low aspirations	Early careers sessions were offered last year for all PP students in Year 10 however, only 54.54% turned up for their interview. These students have therefore been targeted early in Year 11. The effective logging of intervention has allowed the careers co-ordinator to flag students that may be at risk of NEET.

	There has been a strong uptake of students taking part in Peri music sessions with 19 disadvantaged students having music lesson, these were also continued via Teams, so students have not missed out on the opportunity if they have been ill/needed to isolate.
E) Parental disengagement.	All PP parent/carers were contacted ahead of all key 'evening' events including virtual functions. Out of last year's Year 7- 10, 59 percent of Pupil Premium parents went to a parents evening for their child which is an improvement on previous years.

Impact of the COVID-19 and funding

The impact of the funding is shown through the continued progress of students at the school. Students have continued to perform well in assessments at all levels and successfully transitioning to the next stage of their education, employment or training.

Our spring term priority was remote provision, ensuring all PP students could access learning. We introduced several measures:
- Regular communications to our PP families offering support & resources
- Strong pastoral support – phone calls to all PP to establish need(s) then follow up calls/emails
- In school provision offered and accepted
- IT Support – loan of laptops & devices, plus telephone support
- Supply of Vodaphone SIM cards / BT Hotspots sourced to support Wi-Fi needs
- Stationary collection point – much in demand

Externally provided programmes

Programme	Provider
Tutoring	Teaching Personnel
Bereavement	Shine Youth