

# Alderbrook School

## Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	Alderbrook School
Number of pupils in school	1355 (plus 239 in 6 <sup>th</sup> form based at Alderbrook School)
Proportion (%) of pupil premium eligible pupils	19.55% (Year 7-11)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022-2023/2024
Date this statement was published	December 2022
Date on which it will be reviewed	November 2023
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	£254,100
Recovery premium funding allocation this academic year	£86,847
Pupil premium funding carried forward from previous years – (Recovery)	£0
<b>Total budget for this academic year</b>	<b>£340,947</b>

## Part A: Pupil premium strategy plan

### Statement of intent

Our school is an organisation in which every child is provided with a high quality, inclusive education in a safe, compassionate and inspiring environment. We want to ensure that our students are not negatively impacted by the Covid-19 crisis and will leave Alderbrook with excellent outcomes. As stated in our School Improvement Plan, we will relentlessly focus on our most vulnerable students, including disadvantaged and SEND students, to ensure they receive an outstanding quality of education and make good progress.

We as a school are committed to ensuring that all of our young people develop in to well rounded, well-grounded and confident adults. Our values of ambition, bravery and kindness permeate everything we do. Building positive relationships between the students, staff and the wider community is vital for the personal development of our students. Trauma-informed practice is at the heart of what we do – we believe that a school can only be successful when it is a true community.

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 in alignment with the menu of approaches:

- 1) High quality teaching and learning focused on Rosenshine's principles (with particular focus this CPD year on checking understanding).
- 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 school-led tutoring programme where the school has a designated member of staff to coordinate intervention for students who have been worst affected by Covid 19. We are also mindful that a large proportion of our disadvantaged students also have additional SEND, therefore the PP co-ordinator works closely with the SENCO and Inclusion Champions to address multiple challenges these students face.

#### **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 ensures that a dedicated Assistant Headteacher, plus the Headteacher and trustees, 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 through a trustee report.
- 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 and EEF evidence 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 ensures that all subject teachers know which students are eligible for the Pupil Premium (easily accessible on ClassCharts) so that they can take responsibility for accelerating progress on an individual basis, considering additional challenges such as SEN or EAL.
- The Alderbrook "Pupil Premium Promise" has been shared with all teaching staff so that interventions are bespoke and purposeful.

- The introduction of Provision Maps in 2022-2023 will support the PP lead with monitoring interventions offered and the outcomes of the funding.

To ensure that Alderbrook school is effective in addressing these challenges, we will ensure that we adopt a whole school approach using Inclusion Champions from each subject to ensure that disadvantaged needs are met across the school.

## Challenges

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

Challenge number	Detail of challenge																																				
1	<p><b>Not making expected academic progress</b></p> <p>Assessment and progress data from all year groups across Alderbrook School has identified that disadvantaged students are falling behind. This is particularly evident in the outcomes of pupil premium students at KS4. As a group, grades of PP students are lower than that of non-pupil premium students (evidenced in the external 2019 assessments and 2021 TAGs and below).</p> <table><tr><th rowspan="2"></th><th colspan="2">2019 Exam Grades</th><th colspan="2">2021 Teacher Assessed Grades</th></tr><tr><th>All students/ Non PP</th><th>PP</th><th>All students/ Non PP</th><th>PP</th></tr><tr><td>Attainment 8</td><td>All:49.68 Non: 51.37</td><td>PP:39.92</td><td>All:53.82 Non: 54.97</td><td>PP:48.4</td></tr><tr><td>% 4+ E and M</td><td>All: 77.9 Non: 79.3</td><td>PP 69.4</td><td>All:81.7 Non 82.4</td><td>PP: 78.3</td></tr><tr><td>EBACC entry</td><td>All: 102/ 41.8% Non: 92/ 44.2%</td><td>PP:10/ 27.8%</td><td>All: 65/ 24.8% Non: 56/25.9%</td><td>PP: 9/19.6%</td></tr></table>		2019 Exam Grades		2021 Teacher Assessed Grades		All students/ Non PP	PP	All students/ Non PP	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%												
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2	<p><b>Attendance</b></p> <p>Attendance data over the last few years indicates that attendance amongst disadvantaged students has been 3.4- 6.1% lower than students that are not eligible for PP.</p> <table><tr><th></th><th>2018/19</th><th>2019/20</th><th>2020/21</th><th>2021/22</th></tr><tr><td>PP</td><td>90.7</td><td>92.1</td><td>84.3</td><td>87.5</td></tr><tr><td>Non PP</td><td>94.5</td><td>95.5</td><td>90.4</td><td>92.2</td></tr><tr><td>Gap</td><td>3.8</td><td>3.4</td><td>6.1</td><td>4.7</td></tr></table> <p>In 2021-2022, 42.3% of disadvantaged students were “persistently absent” (less than 90%) compared to 26.4% of non-disadvantaged students.</p> <p>When looking at 2021-2022 term data, there is only a small percentage of PP students with 100 % attendance.</p> <table><tr><th>Academic Year</th><th>End of Term</th><th>No of PP</th><th>%</th></tr><tr><td>2021-22</td><td>Aut</td><td>28</td><td>9.2</td></tr><tr><td>2021-22</td><td>Spr</td><td>5</td><td>1.7</td></tr><tr><td>2021-22</td><td>Sum</td><td>7</td><td>2.7</td></tr></table>		2018/19	2019/20	2020/21	2021/22	PP	90.7	92.1	84.3	87.5	Non PP	94.5	95.5	90.4	92.2	Gap	3.8	3.4	6.1	4.7	Academic Year	End of Term	No of PP	%	2021-22	Aut	28	9.2	2021-22	Spr	5	1.7	2021-22	Sum	7	2.7
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	Our assessments and observations show that low attendance has resulted in significant knowledge gaps across the curriculum for some PP students, ultimately impacting their progress.
3	<p><b>Reading and Literacy</b></p> <p>Reading age tests indicate a significant number of disadvantaged students have lower literacy skills. When looking at the lowest 20% reading age of the cohort in 2021-2022, 37% of the named Year 7 students and 34% of the named Year 8 students were PP. Teacher observations and feedback also shows lower level comprehension, which impacts progress in all subjects.</p> <p>Using data from Accelerated Reader (NRSS) Autumn 2021, which compares each child nationally with the same date of birth, we can see that in Year 7, 24% of PP children were working below age expectations. 72% of PP reading age was below 11 years old. 30% of PP students' spelling age was below 11 years old.</p>
4	<p><b>Mental Health and Wellbeing</b></p> <p>From the beginning of the strategy period, we have received a significant spike in safeguarding concerns and self-harm (a trend seen nationally). Through student voice and staff observation, there has been a rise in students coming forward with anxiety, depression and low self-esteem.</p> <p>In the 2021 PP student voice, most participants felt that they did not like answering questions out loud due to embarrassment and were reluctant to ask for help.</p> <p>In term 1 of 2021-2022 46.8% of students seen by external agencies (such as bereavement and anxiety counsellors) were PP.</p>
5	<p><b>Lack access to opportunities beyond their own experiences</b></p> <p>A high proportion of our PP students are not involved in extra-curricular activities or positions of responsibility therefore are unable to benefit from the enrichment opportunities and skills these bring. This can therefore have a detrimental impact on their aspirations and ambitions as students do not have access to a rich curriculum of cultural capital.</p> <p>Out of the PP students spoken to in the Dec 21 student voice, 48% did not take part in extra-curricular activities at the school. In 2020-2021, only 5% of prefects selected were eligible for PP. National statistics also show a need to provide wider access to opportunities surrounding careers and pathways for PP children who are also more likely to become NEETs.</p>
6	<p><b>Independent Learning and organisation</b></p> <p>Recent student voice and discussions with students during lockdown, show that completing work at home is an issue for some PP students and most KS4 students do not know how to revise effectively, therefore impacting their attitude to learning. Report data imputed by staff shows that disadvantaged students are less independent than non-disadvantaged. Looking at behaviour data, PP students gain a high proportion of their BPs for homework and preparation for learning.</p>

## 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
<b>Improved attainment and progress of disadvantaged students across the curriculum.</b>	<p>By the end of our current plan:</p> <ul style="list-style-type: none"> <li>The attainment and progress scores of disadvantaged students in KS4 will have improved and the gap between disadvantaged students and their peers will have significantly reduced.</li> </ul>

	<ul style="list-style-type: none"> <li>Progress data from teacher reports shows a narrowing of gap between average PP and average non PP students in Year 7-11.</li> </ul>
<b>Improved and sustained levels of attendance for all our students, particularly disadvantaged students.</b>	<ul style="list-style-type: none"> <li>Gap in attendance between disadvantage students and their peers reduces.</li> <li>Case studies show improvement of individual students with poor attendance with intervention from EWO, pastoral team and external agencies.</li> <li>The percentage of PP students who are persistently absent reduces each academic year.</li> <li>Increase in the percent of disadvantaged students getting 100% attendance each term (currently at 10.1% for Dec 22).</li> </ul> <p>By the end of our current plan:</p> <ul style="list-style-type: none"> <li>Overall attendance is 96%</li> <li>Disadvantaged attendance is 93%</li> </ul>
<b>Improved literacy and reading comprehension amongst disadvantaged students across KS3 and a developed culture of reading across all year groups.</b>	<ul style="list-style-type: none"> <li>Accelerated reader data will show improvement in KS3 reading ages from the Autumn and Spring data collection points in the year.</li> <li>Student voice shows students are actively reading/ visiting the school library.</li> <li>Staff voice will demonstrate teacher observations of student's engagement with reading in school.</li> <li>Lexonic data shows improvement with reading age with the PP students selected.</li> </ul>
<b>To use our pastoral system and whole school trauma informed approach to achieve and sustain improved wellbeing for all students.</b>	<ul style="list-style-type: none"> <li>Quantitative data via student voice shows high levels of improved wellbeing and that students feel safe at Alderbrook.</li> <li>All disadvantaged students can name a trusted adult within the school and student voice shows they know where to gain advice for different scenarios when asked.</li> <li>A significant increase in participation of enrichment activities (through registers) amongst disadvantage students such as per music, trips and extra-curricular activities.</li> <li>Impact reports and student voice from external agencies shows effectiveness of workshops in developing/ supporting students' wellbeing.</li> </ul>
<b>PP students are ambitious for their futures and make the most of opportunities offered by the school such as positions of responsibilities.</b> <b>All students progress on to high quality post 16 provisions.</b>	<ul style="list-style-type: none"> <li>Year 11 destination data shows that NEETs are low across the current strategy plan.</li> <li>Reflection on careers advice has shown that KS4 students have found the careers programme helpful.</li> </ul>

	<ul style="list-style-type: none"> <li>• An increase of PP students in the school accessing roles of responsibility and praise such as Prefect, ABK Parliament representatives, Subject braids, Well Done Wednesday calls.</li> <li>• Student voice shows that students understand the role of wide-curricular opportunities in school.</li> </ul>
<b>Students are supported to complete independent learning outside of lessons and attitude to learning is improved.</b>	<ul style="list-style-type: none"> <li>• Behaviour data shows students are receiving less behaviour points for homework.</li> <li>• The average score of attitude to learning and Independence amongst PP students has improved since the start of the strategy plan.</li> <li>• Student voice shows that students feel more confident in revision techniques and accessing revision resources online.</li> </ul>

## 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
<p style="text-align: center;"><b>Recruitment and retention of staff</b></p> <ul style="list-style-type: none"> <li>• Additional staff are recruited in English, Maths and Science as well as other key areas. This facilitates the creation of small intervention classes.</li> <li>• We recruit from Teach First to supplement our own recruitment processes.</li> <li>• 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)</li> </ul>	<p>Research nationally, has suggested that disadvantaged pupils are disproportionately impacted by a higher turnover of staff <b>(Mark Rowland-Addressing Educational Disadvantage)</b></p>	1, 3,4
<p style="text-align: center;"><b>Ensuring high quality teaching and curriculum in every classroom through continuous CPD and training.</b></p> <ul style="list-style-type: none"> <li>• Whole school CPD lesson studies approach on Rosenshine's principles (this year's focus is checking understanding) allows staff to share a common language and understanding of the school's approach to inclusive teaching.</li> <li>• Visualisers purchased and training on how to use them effectively for scaffolding tasks and meaningful feedback.</li> <li>• "15 to 1" – Directed time given to all teaching staff to reflect on their practice and read teaching and learning research.</li> <li>• Regular Subject Meetings focus on the quality of teaching and learning within departments. Staff briefing, shares good retrieval practice from a range of subjects.</li> <li>• Drop ins and regular observations ensure that departmental areas for development are identified and addressed.</li> <li>• Exam board training on standardisation and moderation is completed in each department with online webinars or face to face CPD.</li> <li>• The SENCO and DSL train staff on the specific needs of SEND and vulnerable students throughout the course of the year.</li> </ul>	<p><b>(Kirschner and Hendrick- How learning happens)</b></p> <p><a href="https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf">https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</a></p> <p>Meaningful feedback supports student progress, building learning, addressing misunderstandings, and thereby closing the gap <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p> <p>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. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	1,3,4

<ul style="list-style-type: none"> <li>Whole school training of Trauma informed approach, attachment and emotional coaching by an Educational Psychologist.</li> </ul>		
<p><b>A culture of coaching at Alderbrook School</b></p> <ul style="list-style-type: none"> <li>School uses 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.</li> <li>TLR positions for an Instructional Coaching Lead and an ECT ITT Lead Mentor</li> </ul>	<p><b>(Lemov et al- Teach like a Champion 2.0)</b></p>	1
<p><b>Support for Early Careers Teachers, Teach First participants and Unqualified Teachers</b></p> <ul style="list-style-type: none"> <li>Training members of staff are observed regularly and given targeted feedback to improve their teaching. This is tracked over time.</li> <li>Trainees observe experienced members of staff teach to share best practice. Open door fortnights to encourage staff to see a range of departments.</li> <li>In-house professional studies workshops are offered to trainees and focus on key elements of effective teaching.</li> <li>Members of staff participate in the local Teaching School Hub's Secondary Curriculum Development Focus Group sharing good practice across schools in Solihull.</li> </ul>	<p>Research tells us that high quality teaching can narrow the disadvantage gap.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,3
<p><b>Professional development on reading comprehension across the school</b></p> <ul style="list-style-type: none"> <li>CPD sessions</li> <li>Subjects using the new Library stocked with subject resources and a dedicated Librarian to aid lessons.</li> <li>Whole school reading programme within form time</li> <li>Reader pens purchased for SEND students.</li> </ul>	<p>Reading comprehension strategies are high impact on average (+6 months)  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>"Why closing the word gap matters"  <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p>	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
<p><b>One to one and small group tuition</b></p> <ul style="list-style-type: none"> <li>A member of staff has been allocated to coordinate and target key students for small intervention/ tutoring sessions.</li> <li>Engaging with the National tutoring programme to provide school led tutoring for pupils whose education has been impacted by the pandemic.</li> <li>Subject Leaders work with SLT to ensure that timely and decisive action is taken to address underperformance of PP students based on continuous assessment- these students are then selected for assertive mentoring with key staff. <ul style="list-style-type: none"> <li>Smaller classes are created for targeted groups of students who are underperforming- three tutors currently working with smaller groups in Maths KS4.</li> <li>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.</li> </ul> </li> <li>Whole school day topic Intervention sessions (PETxi) in English and Science based on progress/ attainment and the impact of lockdown.</li> </ul>	<p>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.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</a></p> <p>Evidence for in-class small group tuition  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a></p>	1,3,6
<p><b>Interventions to support literacy</b></p> <ul style="list-style-type: none"> <li>We have added to our reading stock in the library and have a designated librarian who supports intervention.</li> <li>6<sup>th</sup> form and TA led reading mentoring for the lowest 20% reading age in Year 7 at form time.</li> <li>Accelerated reader and Lexonic to support students in comprehension and to address gaps in vocabulary.</li> </ul>	<p>EEF Project – AR. 'The study found that Year 7 pupils who were offered Accelerated Reader made 5 months' additional progress',  <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader</a></p> <p>Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	1,3
<p><b>Resources</b></p> <ul style="list-style-type: none"> <li>Hard copies of key texts and textbooks are purchased/ subsidised for disadvantaged students at GCSE level if support is needed.</li> </ul>	<p>As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated, engaged, and determined to succeed.</p>	1,3,6

<ul style="list-style-type: none"> <li>•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.</li> <li>•Where necessary, laptops, reader pens and data cards are given to students without technology at home.</li> <li>•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.</li> </ul>	<a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours">https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</a>	
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## Wider strategies

**Budgeted cost: £ 50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Implementation of Pupil Premium Promise and whole school trauma informed approach</b></p> <ul style="list-style-type: none"> <li>• Assemblies and systems to develop a school culture to embed high expectations and encourages positive relationships and values of: Ambition, Bravery and Kindness.</li> <li>• Inclusion Champions maintain focus of disadvantaged and SEND students within departments, liaise with pastoral and departmental staff to signpost potential interventions.</li> </ul>	<p>Schools should build leadership capacity through implementation teams as they build local capacity to facilitate and shepherd projects.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</a></p>	1,5
<p><b>Extra-curricular activities</b></p> <ul style="list-style-type: none"> <li>• PP students receive funded Music lessons from Solihull Music Service at school.</li> <li>• Offer of trips and educational visits are paid or subsidised depending on individual circumstance. Likewise for experiences such as D of E.</li> <li>• The school has a range of extracurricular clubs after school for students to be involved in. PP students are invited by their teachers.</li> </ul>	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	5,6

	<a href="#">evidence/teaching-learning-toolkit/physical-activity</a>	
<b>Supporting students' social, emotional and behaviour needs</b> <ul style="list-style-type: none"> <li>Additional counselling and external agencies to support students with: Bereavement, CBT, behaviour coaching (see external providers)</li> <li>Targeted workshops and motivational speakers where key PP students are targeted specifically for intervention such as attendance, low self-esteem etc (see external providers).</li> <li>Non-teaching pastoral managers appointed to each year group to support pastoral care of students, alongside teaching Heads of Year.</li> <li>Pastoral Support Coordinator, to identify and target interventions to students who are underachieving.</li> <li>PSC Manager who works in the Pupil Support Centre, who monitors day to day behavioural trends.</li> <li>The support of an educational psychologist to advise and provide staff with strategies for individual students.</li> <li>We have a full time fully qualified Careers advisor to provide targeted careers provision.</li> <li>Wellbeing for staff- coaching and supervision for pastoral staff is offered regularly.</li> <li>Mental Health co-ordinator recruited</li> <li>Mindfulness workshops to support students during exam stress (see external providers)</li> </ul>	<p>High-quality programme implementation is critical to achieving positive outcomes.</p> <p><a href="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	2,5,6
<b>Ensuring high levels of attendance for all students</b> <ul style="list-style-type: none"> <li>EWO support for two days a week to monitor and visit persistent absentees.</li> <li>Dedicated Attendance officer produces tracking reports for HoY and Pastoral managers to monitor their year group.</li> <li>Attendance training for key pastoral staff</li> </ul>	<p>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".</p> <p><a href="https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances">https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances</a></p>	2
<b>Building positive relationships with parents and wider community</b> <ul style="list-style-type: none"> <li>Implementation of SIMs Parent App to aid engagement of parents and raise the awareness of rewards and attendance.</li> <li>Parent coaching evening by an external agency</li> <li>PP Parents contacted prior to parents' evenings</li> </ul>	<p>Parental engagement has a positive impact on average of 4 months' additional progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	5
<b>Extended school time</b> <ul style="list-style-type: none"> <li>Year 6 students are invited to a summer school over the holidays to aid transition to secondary school led by teaching and support staff at Alderbrook school.</li> </ul>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</a></p>	1,4,5

<b>Contingency and hardship fund</b> <ul style="list-style-type: none"> <li>Uniform, equipment, transport etc)</li> </ul>	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 t been identified yet.	ALL
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**Total budgeted cost: £ 330,000**

*Contingency: £10,947*

## 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 2021 to 2022 academic year.

A detailed Pupil Premium review has taken place as we commence the second year of the 3 year strategy. Internal reviews and evaluations took place at key intervals last academic year and were shared with trustees of the school. This will be continued this academic year.

#### Attainment and progress outcomes:

GCSE results this summer showed a significant improvement in the attainment of disadvantaged students at Alderbrook from 2019 exam grades.

	2019 Exam Grades		2021 Teacher Assessed Grades		2022 Exam Grades	
	All students/ Non PP	PP	All students/ Non PP	PP	All students/ Non PP	PP
Progress 8	All: 0.08	PP:-0.32	N/A	N/A	All: 0.48	PP: -0.08
Attainment 8	All:49.68 Non: 51.37	PP:39.92	All:53.82 Non: 54.97	PP:48.4	All: 56.04 Non: 57.88	PP: 44.69
% 4+ E and M	All: 77.9 Non: 79.3	PP 69.4	All:81.7 Non 82.4	PP: 78.3	All: 86 Non: 90	PP: 67
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%	All: 81 Non:76	PP: 5

The Progress 8 score of -0.08 at GCSE for disadvantaged students is only just below the national average for all students (-0.03) and a significant improvement on the Progress 8 score for disadvantaged students in 2019. Despite this, there remains an attainment gap between non-disadvantaged and disadvantaged students and reducing this gap will be a key part of our strategy moving forward.

Unfortunately, 2022 external grades showed a decrease in the percentage of PP students gaining 4 or above in English and Maths (compared 2019 exam grades). This is a direct contrast to their non-disadvantaged peers where the percentage of 4 and above increased. This could be due to the impact of school closures and lack of engagement from large proportions of disadvantaged students which resulted in them not accessing their learning compared to their peers. Although PP targeted interventions such as assertive mentoring and TGIM (revision session) were put in place, this was not enough to catch these students up on "lost learning." This year, the PP Coordinator will be working closely with the English and Maths Inclusion Champion to ensure that interventions are in place promptly to support PP students who are not making expected progress.

In other year groups, when looking at our internal progress data (4 as the highest value) from teacher reports, there is also still a gap between PP students and non PP students.

Progress T3 22	Non PP average	PP average	Gap
Year 10	2.65	2.51	0.14
Year 9	2.78	2.67	0.11
Year 7	2.91	2.81	0.10

Therefore showing, despite some strong individual performances, the progress and attainment of the school's disadvantaged students was below our expectations.

## Attendance

	2018/19	2019/20	2020/21	2021/22
PP	90.7	92.1	84.3	87.5
Non PP	94.5	95.5	90.4	92.2
Gap	3.8	3.4	6.1	4.7

Although it appears from data above that the attendance has improved from last year for PP and Non PP, Covid 19 makes comparison of attendance with previous years challenging. Compared to 2018/2019, there has been a decrease in attendance for PP students and unfortunately, at this point in the year, there has been an increase in the gap between PP and Non PP attendance. This is why attendance and wellbeing is a priority this year and we will be using the EEF attendance intervention document for guidance this year.

Persistently absent (more than 90%)

	2018/19	2019/20	2020/21	2021/22
PP	27.1	23.4	54.5	42.3
Non PP	13.5	9.7	17.5	26.4

Student voice and interactions with parents via our EWO has linked anxiety and returning to school post lockdown as one of the factors for persistent and severe absence. Moving forward, we are going to be working with TTF who specialise in attendance and wellbeing workshops. Attendance workshops will be targeted mainly at our PP students who fall in the PA category.

## Reading and Literacy

The school has continued to encourage students to develop a healthy attitude to reading. The school's whole school reading project "Uniquely Portable Magic" has allowed every student in the school the opportunity to read 3 times a week with books selected by the Librarian and English department. "UPM" has had positive reviews from a majority of staff about the engagement of students during form time, particularly with KS3. We can also see an increase of PP students visiting the library with 61.5% in Dec 2021 student voice with 73.3% in Dec 22 student voice. There is still more work to do in encouraging older year groups to engage with reading based on student voice feedback.

Based on last year's Year 7, there was clear progress shown for all but MV girls with Accelerated Reader with most students making expected progress between Autumn and Spring term.

Spring reading progress report year 7 (years: months)

Whole cohort	Girls	Boys	SEND		All Pupil Premium		MV (SEND & PP)	
+0:05	+0:06	+0:04	+0:04		+0:05		+0:03	
National tutoring programme	SEND Girls	SEND boys	SEND K	SEND EHCP	PP girls	PP boys	MV girls	MV boys
+0:05	+0:05	+0:05	+0:05	+0:07	+0:05	+0:02	0:00	+0:06
High ability	Middle ability	Lower ability	Bottom 20% readers					
+0:03	+0:04	+0:06	+0:06					

Moving forward, we will be using Accelerated Reader to monitor reading ages of all KS3 years. Reading ages are also accessible for all teaching staff via ClassCharts, we are hopeful this will have a positive impact on reading progress moving forward.

Lexonic reading programme has had a significant impact on the Year 7 and 8 selected students' reading age. The 6 week initiative that prioritised PP students, saw an average of 41 month improvement for Year 7 and an average of 35 month improvement for Year 8. Student feedback also showed that they enjoyed the programme with the average score being 4/5. We will be continuing with Lexonic this year.

### **Mental Health and Wellbeing**

Challenges around mental health and wellbeing remain significantly higher than pre-pandemic and the impact on disadvantaged students has been particularly evident from discussion with members of the pastoral team. In Dec 22 PP student voice, 74% of disadvantaged students stated they knew who to speak to when they are unhappy (a slight dip of 75% last year) and 77% of disadvantaged students felt they could name a trusted adult within the school. Individual student reflection from the school's wellbeing initiatives and external agencies, has shown impact but there is still a lot of work to do around mental health and wellbeing for all our students. We are hopeful that the recruitment of a mental health lead will support some of our most vulnerable in the school.

### **Ambition and aspirations**

PP student engagement in extra-curricular activities and involvement in wider opportunities is still a priority of the school. Currently we have 20 disadvantaged students accessing peri music and individual reports from students and parents have shown that PP students have valued the opportunity.

As a school, students are offered a range of extra-curricular opportunities from sports, performing arts to Warhammer and literacy clubs, but we need to ensure that a high proportion of these are being attended by our disadvantaged students. From student voice, only 36% students stated that they attended an

extracurricular activity, however those who did not, did provide ideas for clubs they would be interested in such as boxing. We will therefore be looking at what other activities we can provide these students.

When asking PP students about something they felt proud of at Alderbrook School in Dec 22, 27% of the sample said they did not know (compared with 42% in Dec 21). The achievements listed by the 73% of students varied from being an ABK Parliament rep, having a subject braid to being involved in a sports team showing that there has been improvement in raising students' confidence and self-esteem. There is also improvement of students in positions of responsibility within the school, with 15% of prefects being PP (compared to 5% last year) however this is still low.

When looking at career aspirations, 2021 data shows that 0.4% of students of the cohort were NEET ) this is below the borough average of 1.9%. A high proportion of students participating in the student voice, had an idea of aspirations or career path they wanted to be follow when older, showing that we are working in the right direction with the opportunities and advice we are offering to our students.

### **Independent Learning and organisation**

When looking at our internal Attitude to Learning and Independence data (4 as the highest value) from teacher reports, there is also still a gap between PP students and non PP students.

ATL T3 22	Non PP average	PP average	Gap
Year 10	3.02	2.87	0.15
Year 9	3.14	3.01	0.13
Year 7	3.13	2.92	0.21

Independence T3 22	Non PP average	PP average	Gap
Year 10	2.86	2.71	0.15
Year 9	2.97	2.80	0.17
Year 7	2.97	2.81	16

Student voice also shows a need to teach students how to revise and work independently, with 23% of students stating they did not know how to revise. More work also needs to be done in supporting students to access work outside of lesson as only 55% of PP students say that they complete all homework set.

The above shows that we have made improvements particularly with our reading and literacy outcomes. There is still a need to focus on addressing the disadvantage attainment gap across all year groups but particularly with KS4. We also need to prioritise student attendance and engagement with extra-curricular activities this year and we will be working closely with TFTF to do so.



## Externally provided programmes

Programme	Provider
Tutoring	Teaching Personnel
Bereavement	Shine Youth
Behaviour and resilience workshops	Think For the Future (TFTF)
Emotional wellbeing	Emspace
CBT and Anxiety	Wendy Palmer
Mindfulness workshops	Triwellness
Aspirations workshop	MADE