Alderbrook School - <u>Pupil Premium Strategy Statement</u>

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	1376 (plus 263 in 6th 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 **(3 year plans are recommended)**	2021/2022-2023/2024
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
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 (2023/2024)	£286,060
Recovery premium funding allocation this academic year	£85,733
Pupil premium funding carried forward from previous years – (Recovery)	£0
Total budget for this academic year	£371,793

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. 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. This year, we have introduced a house system (Ambition, Bravery, Kindness and Proud) where students take part in different opportunities and competitions.

Building positive relationships between the students, staff and the wider community is vital for the personal development of our students. Trauma-informed practice is also 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 questioning).
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 disadvantaged students. 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.

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. Pupil Premium children will also be discussed regularly in whole school briefings and department meetings.

Challenges

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

Challenge number	Detail of challenge
1	**Not making expected academic progress** Assessment and progress data from all year groups across Alderbrook School and national exam analysis, 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).
2	**Attendance** 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.
3	**Reading and Literacy** Reading age tests indicate a significant number of disadvantaged students have lower literacy skills. High proportion of PP students are below their expected reading age based on

Table within Challenge 1:

	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%

Table within Challenge 2:

	2018/19	2019/20	2020/21	2021/22	2022/23
PP	90.7	92.1	84.3	87.5	87.4%
Non-PP	94.5	95.5	90.4	92.2	92.3%
Gap	3.8	3.4	6.1	4.7	4.9

When looking at 2021-2022 term data, there is only a small proportion of PP students with 100 % attendance with only 7 students for the whole school year.

This unfortunately is a similar picture in 2022/2023, where only 6 PP students had 100 percent attendance for the whole year.

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. Students will also have been impacted by the school closures last year.

	NGRT tests. Teacher observations and feedback also shows lower level comprehension, which impacts progress in all subjects. NGRT data from Sept 2023 shows that in Year 7, 23 % of PP students had a reading age below 11 years old.	
4	**Mental Health and Wellbeing** 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, self-harm and low self-esteem. In the 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. Pastoral staff have continued to refer a large proportion of PP students to external agencies such as bereavement counsellors, resilience coaching and anxiety workshops.	
5	**Lack access to opportunities beyond their own experiences** 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. 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** 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.	

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 and progress of disadvantaged students across the curriculum.	By the end of our current plan: • 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. • Progress data from teacher reports shows a narrowing of gap between the average PP and average non-PP students in Year 7-11.
Improved and sustained levels of attendance for all our students, particularly disadvantaged students.	• Gap in attendance between disadvantage students and their peers reduces. • Case studies show improvement of individual students with poor attendance with intervention from EWO, pastoral team and external agencies. • The percentage of PP students who are persistently absent reduces each academic year.

	By the end of our current plan: • Overall attendance is 96% • Disadvantaged attendance is 93%
Improved literacy and reading comprehension amongst disadvantaged students across KS3 and a developed culture of reading across all year groups.	• NGRT data shows improvement in KS3 reading ages from the Autumn and Spring data collection points in the year. • Student voice shows students are actively reading/ visiting the school library. • Staff voice will demonstrate teacher observations of students' engagement with reading in school. • Lexonic data shows improvement with reading age with the PP students selected. • Rapid reading data shows an improvement in confidence with reading for students who have taken part.
To use our pastoral system and whole school trauma informed approach to achieve and sustain improved wellbeing for all students.	• Quantitative data via student voice shows high levels of improved wellbeing and that students feel safe at Alderbrook. • 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. • A significant increase in participation of enrichment activities (through registers) amongst disadvantage students such as peri music, trips and extra-curricular activities. • Impact reports and student voice from external agencies shows effectiveness of workshops in developing/ supporting students' wellbeing.
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.**	• Year 11 destination data shows that NEETs are low across the current strategy plan. • Reflection on careers advice has shown that KS4 students have found the careers programme helpful. • 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. • Student voice shows that students understand the role of wide-curricular opportunities in school.
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. • The average score of attitude to learning and Independence amongst PP students has improved since the start of the strategy plan. • Student voice shows that students feel more confident in revision techniques and accessing revision resources online.

Menu of Approaches - 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: £ *210,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
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. • Whole school CPD lesson studies approach on Rosenshine's principles (this year's focus is questioning) allows staff to share a common language and understanding of the school's approach to inclusive teaching. • Visualisers purchased and training on how to use them effectively for scaffolding tasks and meaningful feedback. • "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. • Drop ins 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. • *The SENCO and DSL train staff on the specific needs of SEND and vulnerable students throughout the course of the year.*	**(Kirschner and Hendrick- How learning happens)** **https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-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-evidence/guidance-reports/metacognition	1,3,4

• *Whole school training of Trauma informed approach, attachment and emotional coaching by an Educational Psychologist.*		
A culture of coaching at Alderbrook School • 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. • TLR positions for an Instructional Coaching Lead and an ECT ITT Lead Mentor	**(Lemov et al- Teach like a Champion 2.0)**	1
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 participate in the local Teaching School Hub's Secondary Curriculum Development Focus Group sharing good practice across schools in Solihull (SSSATA).*	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
Professional development on reading comprehension across the school • 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 • Reader pens purchased for SEND students.	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: £95,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition • *A member of staff has been allocated to coordinate and target key students for small intervention/ tutoring sessions.* • *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.* • *Smaller classes are created for targeted groups of students who are underperforming.* • *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*	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 Evidence for in-class small group tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	1,3,6
Interventions to support literacy • We have added to our reading stock in the library and have a designated librarian who supports intervention. • *6th form and TA led reading mentoring for Year 7 at form time.* • *Rapid 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://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/accelerated-reader Reading strategies, such as activating prior knowledge, prediction and questioning can improve students' comprehension. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1,3
Resources •*Hard copies of key texts and textbooks are purchased/ subsidised for disadvantaged students at GCSE level if support is needed.*	As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated, engaged, and determined to succeed.	1,3,6

• 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, reader pens 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.	https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours	

Wider strategies

Budgeted cost: £ 55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of Pupil Premium Promise and whole school trauma informed approach • Assemblies and systems to develop a school culture to embed high expectations and encourages positive relationships and values of: Ambition, Bravery and Kindness. • Inclusion Champions maintain focus of disadvantaged and SEND students 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
Extra-curricular activities • 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-	5,6

	evidence/teaching-learning-toolkit/physical-activity	
Supporting students' social, emotional and behaviour needs • *Additional counselling and external agencies to support students with: Bereavement, CBT, behaviour coaching (see external providers)* • *Targeted workshops and motivational speakers where key PP students are targeted specifically for intervention such as attendance, low self-esteem etc (see external providers).* • *Non-teaching pastoral managers appointed to each year group to support pastoral care of students, alongside teaching Heads of Year.* • *Pastoral Support Coordinator, to identify and target interventions to students who are underachieving.* • *PSC Manager who works in the Pupil Support Centre, who monitors day to day behavioural trends.* • *The support of an educational psychologist to advise and provide staff with strategies for individual students.* • We have a full time fully qualified Careers advisor to provide targeted careers provision. • Wellbeing for staff- coaching and supervision for pastoral staff is offered regularly. • Mental Health co-ordinator recruited • Mindfulness workshops to support students during exam stress (see external providers)	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
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* •*PP 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
Extended school time • 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.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools	1,4,5

Contingency and hardship fund • Uniform, equipment, transport 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 t been identified yet.	ALL

Total budgeted cost: £ *360,000*

Contingency: £11,793

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 2022 to 2023 academic year.

Below is a review has taken place as we commence the third year of the 3-year strategy. Internal reviews and evaluations have taken place at key intervals last academic year and were shared with trustees of the school.

Attainment and progress outcomes:

	2019 Exam Grades		2022 Exam Grades		2023 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	All: 0.48	PP: -0.08	All:0.47	PP: -0.14
Attainment 8	All:49.68 Non: 51.37	PP:39.92	All: 56.04 Non: 57.88	PP: 44.69	All: 53.32 Non:55.64	PP: 41.74
% 4+ E and M	All: 77.9 Non: 79.3	PP 69.4	All: 86 Non: 90	PP: 67	All:82.58 Non:85.45	PP:68.18
EBACC entry	All: 102/ 41.8% Non: 92/ 44.2%	PP:10/ 27.8%	All: 81 Non:76	PP: 5	All:32.95 Non 36.36	PP:15.9

GCSE results this summer showed an improvement in the attainment and Progress 8 score of disadvantaged students at Alderbrook from 2019 exam grades. Despite this, there still continues to be a significant attainment gap between non-disadvantaged and disadvantaged students at Alderbrook School.

Unfortunately, 2022 and 2023 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.

This year, the PP Coordinator will be working closely with the English and Maths curriculum leaders 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	2.66	2.47	0.19
Year 9	2.95	2.75	0.20
Year 8	2.99	2.80	0.19
Year 7	2.91	2.76	0.15

Attendance

	2018/19	2019/20	2020/21	2021/22	2022/23
PP	90.7	92.1	84.3	87.5	87.4
Non-PP	94.5	95.5	90.4	92.2	92.3
Gap	3.8	3.4	6.1	4.7	4.9

The attendance gap is similar to the previous review but is still not near the target set out at the beginning of the plan, therefore this will continue to be a priority of this year's cycle.

Our EWO continues to work with our students where attendance has been a concern. Feedback has linked anxiety as one of the factors for persistent and severe absence, as a result, we have put in a number of wellbeing sessions to support students and encourage them in to school. An example of this is TFTF, 41.94% students improved their overall attendance by 7.2%.

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. From the most recent student voice, we can see an increase of 71% PP students visiting the library compared with 61.5% last year.

Moving forward, we will be using NGRT to monitor reading ages of all year groups. Students complete a baseline test in Autumn and will complete a second in Spring. Reading ages are accessible for all teaching staff via ClassCharts and we are hopeful this will have a positive impact on reading progress moving forward. In the student voice, 58% of students said that they knew their reading age.

Data from the baseline tests in autumn to spring 22/23, showed an improvement amongst KS3 students where the average PP student improved their reading age by 15 months.

In terms of targeted interventions, "Phonics" improved the selected students' reading age by an average of 4 months, whilst "Rapid reading" improved students' reading age by an average of 2 months.

"Lexonic" 6 week reading programme has continued to have a significant impact on the Year 7 and 9 targeted students' reading age (as seen below). We will therefore be continuing with Lexonic intervention.

Year 7

Average reading age Reading Age Pre	Average reading age Reading Age Post	Average reading age Reading Age Gain
12.11	18.9	45 months =
		3 years 8 months

Year 9

Average reading age Reading Age Pre	Average reading age Reading Age Post	Average reading age Reading Age Gain
14	17.6	43 months =
		3 years 6 months

Mental Health and Wellbeing

In Dec 23 PP student voice, 82% of disadvantaged students knew who to speak to when they are unhappy (an improvement on 74% last year) and 80% of disadvantaged students felt that they could name a trusted adult within school (77% last year).

The recruitment of a mental health lead has had a positive impact as seen in student reflections of the wellbeing initiatives and external agencies provided this year. An example of this is the intervention sessions with Shine Youth. The sessions for targeted Pupil Premium students showed meaningful improvement in wellbeing across the 3 sessions using the Warwick-Edinburgh Mental Well-being Scale: Created +3.12 (average), Upbeat +3.33 (average) and Breath +5.15 (average). Therefore, we will continue these sessions with other students moving forward.

Ambition and aspirations

PP student engagement in extra-curricular activities and involvement in wider opportunities is still a priority of the school. There has been a slight improvement of 41% (to last year's 36%) of students that have attended extra-curricular activities but this is still lower than non-PP students. We are hopeful that the introduction of Alderbrook's House system this year will improve opportunities for our PP students to be involved in a range of activities and competitions.

When looking at career aspirations, for 2022 leavers, 3 students (1.2%) were NEET this is under the Borough figures which was 2.7%. Similar to last year, 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 has been an improvement in the average of PP students' attitude to learning and

independence from the previous year. Although this is positive there is also still a gap between PP students and non-PP students.

ATL T3 23	Non-PP average	PP average	Gap
Year 10	3.07	2.92	0.16
Year 9	3.18	2.94	0.24
Year 8	3.17	2.92	0.25
Year 7	3.20	3.08	0.11

Independence T3 23	Non-PP average	PP average	Gap
Year 10	2.92	2.73	0.19
Year 9	3.05	3.02	0.03
Year 8	3.04	3.02	0.02
Year 7	3.05	2.94	0.11

In the student voice, 39% of students felt that they did not know how to revise independently, therefore this will be a priority for our students this term. We are hopeful that this year's new homework system (based around retrieval), will support all students with the different skills needed to revise effectively.

The above shows that we have continued to make 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.

Externally provided programmes

Programme	Provider
Wellbeing sessions	Shine Youth
Behaviour and resilience workshops	Think For the Future (TFTF)
Mentor	Bouncing Statistics
CBT and Anxiety	Wendy Palmer
Mindfulness and Yoga workshops	Triwellness
Aspirations workshop	MADE