

Alderbrook School - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Detail	Data
School name	Alderbrook School
Number of pupils in school	1427 (plus 277 in 6 th form based at Alderbrook School)
Proportion (%) of pupil premium eligible pupils	21% (Year 7-11)
Academic year/years that our current pupil premium strategy plan covers	2024/2025-2026/2027 This is the second year of this current strategy.
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Tom Beveridge Headteacher
Pupil premium lead	Emma Jones Assistant Headteacher
Governor / Trustee lead	Ann Perks

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (2025/2026)	£323.575

Part A: Pupil premium strategy plan

Statement of intent

Our school is an organisation in which every child is provided with high quality and inclusive education in a safe and inspiring environment. As stated in our School Improvement Plan, we 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 into well-rounded, well-grounded, and confident adults. Our values of ambition, bravery, and kindness permeate everything we do. Our house system (Ambition, Bravery, Kindness, and Proud) provides opportunities for our students to develop a sense of belonging and pride in their school community.

Building positive relationships between students, staff and the wider community is vital for our students' personal development. As a school, we have been working closely with 10 local infant and junior schools on the Cradle to Career Partnership to improve the experience and education of our young people and their families.

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 to 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 through our whole school instructional coaching CPD.
- 2) Targeted academic support
- 3) Wider strategies to promote personal development.

We are also mindful that a large proportion (46%) 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:

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. As a school, we have high expectations for **ALL** students.

- The school ensures that a dedicated Assistant Headteacher, 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 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 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 needs such as SEN or EAL.
- The Alderbrook "Pupil Premium One Page Overview" has been shared with all Alderbrook staff.

To ensure that Alderbrook School is effective in addressing these challenges, we ensure that we adopt a whole school approach using Inclusion Champions from each subject to ensure that disadvantaged needs are met across the school. Disadvantaged children are also 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	<p>Attainment</p> <p>The GCSE attainment of disadvantaged pupils at GCSE is lower than non-disadvantaged pupils at Alderbrook School and nationally. Despite progress over the past few years, there is still a distinctive gap at GCSE. This is particularly the case when a disadvantaged student also needs additional SEND support. National figures also state that male Pupil Premium students who are from a White British background are also a cause for concern in terms of their outcomes at GCSE level.</p> <table border="1"> <thead> <tr> <th></th> <th colspan="2">2022 Exam Grades</th> <th colspan="2">2023 Exam Grades</th> <th colspan="2">2024 Grades</th> <th colspan="2">2025 Grades</th> </tr> <tr> <th></th> <th>All students/ non-PP</th> <th>PP</th> <th>All students/ non-PP</th> <th>PP</th> <th>All students/ non-PP</th> <th>PP</th> <th>All students/ non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Progress 8</td> <td>All: 0.48</td> <td>PP: -0.08</td> <td>All: 0.47</td> <td>PP: -0.14</td> <td>All: 0.46</td> <td>PP: 0.1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>Attainment 8</td> <td>All: 56.04 Non: 57.88</td> <td>PP: 44.69</td> <td>All: 53.32 Non: 55.64</td> <td>PP: 41.74</td> <td>All: 53.84 Non: 56.42</td> <td>42.57</td> <td>All: 53.94 Non: 56.51</td> <td>44.77</td> </tr> <tr> <td>% 4+ E and M</td> <td>All: 86 Non: 90</td> <td>PP: 67</td> <td>All: 82.58 Non: 85.45</td> <td>PP: 68.18</td> <td>All: 80 Non: 85</td> <td>59</td> <td>All: 82.31 Non: 86.21</td> <td>68.42</td> </tr> <tr> <td>EBACC entry</td> <td>All: 81 Non: 76</td> <td>PP: 5</td> <td>All: 32.95 Non: 36.36</td> <td>PP: 15.9</td> <td>All: 26.32 Non: 29.35</td> <td>13.04</td> <td>All: 25.38 Non: 30.05</td> <td>8.77</td> </tr> </tbody> </table>									2022 Exam Grades		2023 Exam Grades		2024 Grades		2025 Grades			All students/ non-PP	PP	All students/ non-PP	PP	All students/ non-PP	PP	All students/ non-PP	PP	Progress 8	All: 0.48	PP: -0.08	All: 0.47	PP: -0.14	All: 0.46	PP: 0.1	N/A	N/A	Attainment 8	All: 56.04 Non: 57.88	PP: 44.69	All: 53.32 Non: 55.64	PP: 41.74	All: 53.84 Non: 56.42	42.57	All: 53.94 Non: 56.51	44.77	% 4+ E and M	All: 86 Non: 90	PP: 67	All: 82.58 Non: 85.45	PP: 68.18	All: 80 Non: 85	59	All: 82.31 Non: 86.21	68.42	EBACC entry	All: 81 Non: 76	PP: 5	All: 32.95 Non: 36.36	PP: 15.9	All: 26.32 Non: 29.35	13.04	All: 25.38 Non: 30.05	8.77
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<p>Attendance</p> <p>Attendance data over the last few years indicates that attendance amongst disadvantaged students has been 4.7- 6.5% lower than students that are not eligible for PP.</p> <p>There is a strong desire to close our internal gap in attendance rates and look at reasons around why PP attendance is not as high as their peers.</p> <table border="1"> <thead> <tr> <th></th> <th>2020/21</th> <th>2021/22</th> <th>2022/23</th> <th>2023/ 24</th> <th>2024/25</th> </tr> </thead> <tbody> <tr> <td>PP</td> <td>84.3%</td> <td>87.5%</td> <td>87.4%</td> <td>87%</td> <td>87.4%</td> </tr> <tr> <td>Non-PP</td> <td>90.4%</td> <td>92.2%</td> <td>92.3%</td> <td>93%</td> <td>93.8%</td> </tr> <tr> <td>Gap</td> <td>6.1%</td> <td>4.7%</td> <td>4.9%</td> <td>6%</td> <td>6.4%</td> </tr> </tbody> </table>									2020/21	2021/22	2022/23	2023/ 24	2024/25	PP	84.3%	87.5%	87.4%	87%	87.4%	Non-PP	90.4%	92.2%	92.3%	93%	93.8%	Gap	6.1%	4.7%	4.9%	6%	6.4%																															
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<p>Our student voice and observations show that low attendance has not only resulted in significant knowledge gaps across the curriculum for some PP students, but also impacted their sense of belonging and how connected they feel to the school community.</p>																																																														

3	Reading and vocabulary Reading age tests indicate a significant number of disadvantaged students have lower literacy skills. There is a high proportion of PP students that scored below 100 on the recent NGRT scale score e.g. 50% of our current cohort in Year 7 and 30.6% in our current Year 11 cohort. Teacher observations and feedback also show lower-level comprehension and understanding of key vocabulary amongst disadvantaged students.
4	Mental Health and Wellbeing Observations and discussions with students and families, have identified a high level of social and emotional needs for many of our disadvantaged pupils. Staff referrals for pastoral intervention around anxiety, low mood and low self-esteem remains high for disadvantaged students.
5	Enrichment opportunities Disadvantaged students are not as represented in extra-curricular activities, trips or positions of responsibility compared to their non-PP peers, therefore, are unable to benefit as much from the enrichment opportunities and skills these bring.
6	Attitude to Learning and behaviour in and out of lessons. Report data and observations suggest that some disadvantaged students do not always have high expectations for themselves and their learning, which is reflected in the quality of work completed. In our 2024 student voice, only 32% students strongly agreed with the statement "I always try my best at school", whilst only 21% strongly agreed to taking pride in their work. When analysing behaviour data, a high proportion (63 %) of fixed term suspensions last academic year were students who were disadvantaged. When looking at our internal behaviour data, disadvantaged students are also more likely to receive a higher number of behaviour points when compared with non-disadvantaged.

Intended outcomes

This explains the outcomes we are aiming for **by the end of this 3-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved attainment and progress of disadvantaged students at the end of KS4 (with an increase of disadvantaged students securing 4+ in English and Maths).	<p>By the end of our current plan:</p> <ul style="list-style-type: none"> 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. There will be an increase in the number of disadvantaged students securing 4+ in English and Maths at GSCE. Progress data from teacher reports show the gap narrowing between the average PP and average non-PP students in Year 7-11.
Improved and sustained levels of attendance for disadvantaged students as students feel an increased sense of belonging and are proud to be part of the Alderbrook community.	<ul style="list-style-type: none"> Qualitative data in the form of pupil voice, parent surveys and teacher observation show evidence of belonging. Gap in attendance between disadvantaged students and their peers reduces.

	<ul style="list-style-type: none"> The percentage of PP students who are persistently absent reduces each academic year. <p>By the end of our current plan:</p> <ul style="list-style-type: none"> Overall attendance is 96%. Disadvantaged attendance is 94%
Improved literacy and reading comprehension amongst disadvantaged students across KS3.	<ul style="list-style-type: none"> NGRT data shows improvement in KS3 reading ages and scale scores from the Autumn and Spring data collection points in the year. Lexonik data shows improvement with reading age with the PP students selected from NGRT tests.
To achieve and sustain improved wellbeing for all our pupils ensuring that they have access to social, emotional, mental health and wellbeing support.	<ul style="list-style-type: none"> 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. Student and parent voice show transition process has been effective in supporting students to transition to Alderbrook School. Impact reports and student voice from external agencies show effectiveness of workshops in developing/ supporting students' wellbeing.
To ensure that all pupils have access to enrichment and wider curriculum opportunities.	<ul style="list-style-type: none"> A significant increase of PP students in participation of enrichment activities such as peri music, trips and after school clubs. An increase in the number of students taking part in House events. An increase of PP students in the school accessing roles of responsibility such as Prefect, ABK parliament representative and winning subject braids. All disadvantaged students in Year 10 have had experience of the workplace during their Careers week.
A culture of high expectations is established across the school which encourages students to have high aspirations for themselves and a positive attitude to learning.	<ul style="list-style-type: none"> Report data shows PP students' ATL has improved from previous years and that the gap between them and non-PP is reducing. Student voice shows that students feel more confident in lesson and take more pride in their work. No NEETS in KS4. The destinations of our disadvantaged cohort will be as aspirational as their non-disadvantaged peers. There is a reduction in the proportion of disadvantaged students receiving fixed term suspensions.

	<ul style="list-style-type: none">• Internal data shows a reduction in the negative behaviour points being rewarded to students.
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Menu of Approaches - activity in this academic year

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 229,897

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Recruitment and retention of staff</p> <ul style="list-style-type: none"> Additional staff are recruited in English, Maths and Science. This facilitates the creation of small intervention classes. We recruit from Teach First to supplement our own recruitment processes. We offer all staff private medical cover via Medicash. All staff are offered one flexible PPA time once a fortnight. Leadership opportunities are created in line with whole-school priorities to ensure that excellent teachers are retained through qualifications such as: (NPQLTD) (NPQLBC) (NPQLT) (NPQSL) 	<p>Research nationally, has suggested that disadvantaged pupils are disproportionately impacted by a higher turnover of staff.</p> <p>(Mark Rowland-Addressing Educational Disadvantage)</p>	1, 3,4, 6
<p>Ensuring high quality teaching and curriculum in every classroom through continuous CPD and training</p> <ul style="list-style-type: none"> An established whole school CPD lesson studies approach on Rosenshine's principles allows staff to share a common language when discussing teaching and learning. Whole School Instructional Coaching model for all teaching staff to develop and learn new teaching strategies from one another. TLR positions for Instructional Coaching Lead and an ECT ITT Lead Mentor "Developing Practice and Pedagogy"– Directed time given every fortnight to allow all teaching staff time to engage in educational research and effective teaching such as metacognitive strategies. "Subject knowledge enhancement" sessions in departments. Regular Subject Meetings focus on the quality of teaching and learning within departments. Regular "Spotlight Fortnight" reviews by Curriculum leaders and Assistant Headteachers means areas for development are identified and addressed quickly in departments. 	<p>(Kirschner and Hendrick- How learning happens)</p> <p>https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Instruction-Rosenshine.pdf</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.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>"Most important thing we can do to improve pupil outcomes is to continuously develop the quality of teaching and learning".</p> <p>(Higgins et al)</p>	1,3,4
<p>Ensuring high quality teaching which meets the needs of students with SEND</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	1, 2, 4,6

<ul style="list-style-type: none"> Employment of an Inclusion Practitioner who is primary school trained to support bespoke and purposeful intervention for students in Year 7. The SENCO and DSL train staff on the specific needs of SEND and vulnerable students throughout the course of the year. Inclusion Champions in each department area ensure that strategies and interventions are happening at a departmental level. Training on Trauma informed approach on attachment and emotional coaching offered to our ECTS and new members of staff by an Educational Psychologist. 		
<p>Support for Early Careers Teachers, Teach First participants and Unqualified Teachers</p> <ul style="list-style-type: none"> 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. 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). 	<p>Research tells us that high quality teaching can narrow the disadvantage gap.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	1,3

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to one and small group tuition <ul style="list-style-type: none"> A member of staff has been allocated to coordinate and target key students for small intervention/ tutoring sessions with teaching staff after school. Curriculum Leaders and Inclusion Champions work with SLT to ensure that timely and decisive action is taken to address underperformance of "PP Priority students". PP Priority students are selected for assertive mentoring with members of the senior leadership team. Peer tutoring- 6th form students are supporting students in KS3 lessons and outside of lesson. 6th form subject ambassadors are to tutor our "Priority Year 11 students" with core GSCE subjects. 	<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.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/2-targeted-academic-support</p> <p>Small group tuition can add 4 months of progress, particularly impactful if targeted based on assessment data.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,3,6
Targeted interventions and resources to meet specific needs of disadvantaged pupils with SEND <ul style="list-style-type: none"> Specialist advisory service, Equalise, supports with assessment of students with SEND and provides strategies to staff to meet their needs. Resources to support disadvantaged students with SEND are purchased. 	<p>"We need to ensure that staff have the support, expertise, knowledge, and agency to support their learners."</p> <p>https://researchschool.org.uk/unity/news/pupil-premium-and-send-learning-without-labels</p>	1,3, 6
Targeted interventions to support literacy <ul style="list-style-type: none"> NGRT tests are used to identify students whose reading age and scale score is below average. Tailored intervention is then provided. Lexonik to support students in comprehension and to address gaps in vocabulary. 	<p>Reading comprehension strategies are high impact on average (+6 months)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>"Why closing the word gap matters"</p> <p>https://www.oup.com.cn/test/word-gap.pdf</p>	1,3
Extended school time <ul style="list-style-type: none"> Year 6 students are invited to "masterclasses" in school and a summer school to aid transition. This is led by teaching and support staff at Alderbrook School. Year 11 provided with a "6th period" revision and intervention timetable to support with preparation for the Summer examinations. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>https://educationendowmentfoundation.org.uk/news/eef-guest-blog-building-study-habits-and-revision-routines</p>	1,3,4,6

<p>Targeted intervention to support students aspirations</p> <ul style="list-style-type: none"> • MADE revision session for Year 11 students and parents • Join the dots scholars programme targeted at "most able" disadvantaged students. 	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>5,6</p>
<p>Resources and platforms</p> <ul style="list-style-type: none"> • Hard copies of key texts and textbooks are purchased/ subsidised for disadvantaged students at GCSE level if support is needed. • Online platforms ensure that students benefit from tailored and interactive resources which can be accessed from home-such as: <ul style="list-style-type: none"> SENECA GCSEPod (for English only) Hegarty Maths Exam pro CSUK membership Quizlet 	<p>As we teach these, developing and strengthening learning behaviours in our pupils, they become more motivated, engaged, and determined to succeed.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/learning-behaviours</p>	<p>1,3,6</p>

Wider strategies

Budgeted cost: £ 40,103

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast clubs and meal provision <ul style="list-style-type: none"> Porridge, cereal bars and juice are available in key areas of the school for students. This also allows for a check in with key staff. "Morning Mindful Moments" for PP and SEND students before school provides the opportunity for students to have breakfast but also to have support with preparing them for the day. 	EEF has independently evaluated the Magic Breakfast Programme and found it can generate +2 months.	2, 4
Enrichment opportunities <ul style="list-style-type: none"> PP students receive funded Music lessons from Solihull Music Service at school. Trips and educational visits are paid or subsidised depending on individual circumstance. PP focused Enrichment trips to promote Cultural Capital such as Jamie's Farm, A Christmas Carol and Tower of London. The school has a range of extra-curricular clubs for students to be involved in. PP students are invited by their teachers and clubs are created based on feedback from the annual December student voice. External agencies we are working with this year based on student voice: Solihull Moors, Chess in schools club, Birmingham Rockets basketball and Pat Benson's boxing. Food Technology ingredients are provided for students eligible for PP. 	<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>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p> <p>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>Physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	2, 5,6
Supporting students' social, emotional and behaviour needs <ul style="list-style-type: none"> Additional counselling and external agencies to support students with: Bereavement, CBT, behaviour coaching. Non-teaching pastoral managers appointed to each year group to support with pastoral care of students, alongside teaching Heads of Year. PSC Manager who works in the Pupil Support Centre, monitors day to day behavioural trends. 	<p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</p>	2,4

<ul style="list-style-type: none"> • Fully qualified Careers advisor to provide targeted careers provision. • Wellbeing for staff- coaching and supervision for pastoral staff is offered regularly. • Mental Health and EDI co-ordinator recruited. • Votes for Schools is used weekly in form time to support our students' understanding and well-being through discussions and reflections on topical issues. 		
Ensuring high levels of attendance for all students <ul style="list-style-type: none"> • EWO support for two days a week to monitor and visit persistent absentees. • Dedicated Attendance officer produces tracking reports for Heads of Year and Pastoral managers to monitor their year group. 	https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	2
Contingency and hardship fund <ul style="list-style-type: none"> • 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 been identified yet.	ALL

Total budgeted cost: £ 323,575

Contingency: £3,575

Part B: Review of outcomes of previous 3-year strategy plan

Pupil premium strategy outcomes

Internal reviews and evaluations have taken place at key intervals last academic year and shared with trustees of the school. Alderbrook School has also had a school advisor review in November 2025 which focused on Inclusion and the learning and experience of our Pupil Premium and SEND students.

This year, 182 Pupil Premium students completed our annual student voice in December 2025.

Attainment and progress outcomes:

	2022 Exam Grades		2023 Exam Grades		2024 Grades		2025 Grades	
	All students/ non-PP	PP	All students/ non-PP	PP	All students/ non-PP	PP	All students/ non-PP	PP
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Data from the past few years shows the positive impact of various interventions that have been put in place for our students. Although there is no national Progress 8 data this year to measure overall progress, Attainment 8 levels are the highest for the past few years.

Data from GCSE 2025 grades show a clear improvement in disadvantaged students receiving 4+ English and Maths (68.42) and 5+ English and Maths (43.86) from the previous years. This was a particular focus in last year's strategy as there had been a drop the previous year.

Although there are improvements in the outcomes listed above, there still exists an attainment gap between Alderbrook disadvantaged students and non-disadvantaged. This trend continues nationally. We will therefore continue with the focus of high expectations and standards for all students, especially our disadvantaged students.

As mentioned in the 2024 review, there has also been a reduction of students being entered for the EBACC. This will change in the upcoming years as our Options have been adapted to include more students on this pathway.

Internal progress data from staff reports of the other year groups (7-10) also shows a distinctive gap between PP students and non-PP students, therefore, this year we will start bespoke interventions with the younger year groups earlier than previously planned.

Attendance

End of Year	2020/21	2021/22	2022/23	2023/ 24	2024/ 25
PP	84.3%	87.5%	87.4%	87%	87.4%
Non-PP	90.4%	92.2%	92.3%	93%	93.8%
Gap	6.1%	4.7%	4.9%	6%	6.4%

End of year data shows a slight improvement in our PP students' attendance to school from last year, however, the gap between PP and non-PP students is the highest it has been. Attendance continues to be the biggest challenge to achievement identified for our disadvantaged students and therefore remains the strategy's main priority. Questions in the student voice have been adapted to reflect this and will provide us with data to identify what barriers are causing absenteeism for certain students.

Our Heads of Year and form tutors will continue to take an active role in also finding the underlying reasons for students' attendance concerns and our EWO will continue to work with students where attendance has been a significant concern.

Reading and Literacy

We continue as a school to encourage students to develop a healthy attitude to reading. The school's whole school reading project "Uniquely Portable Magic" has allowed every student from Year 7 to Year 11, the opportunity to read two times a week with their form tutor.

NGRT tests have continued to be used this year to monitor reading ages of all year groups. These are then shared with staff via ClassCharts. Assessment data for Spring shows an increase in the number of students "on track" for their reading from their Autumn baseline assessment.

"Lexonik" 6 week reading programme has continued to have a significant impact on targeted students' reading age and is used throughout the year to support our lowest readers. Autumn 2025 showed an average 60-month gain in reading age for the 38 students that took part.

As Lexonik continues to be a valuable intervention for our students in improving their literacy, we utilised Lexonik to improve our Year 11s who had a low reading age. Disadvantaged students who had a particularly low reading age were entered into the "Speed reading programme" to support students in accessing exam questions. All 16 disadvantaged students who took part in the intervention showed good progress with an average of students reading 4 more words per 30 seconds than before. This will therefore be offered again to our current Year 11 students.

Mental Health and Wellbeing

Our annual student voice completed in December, showed an improvement in how our students are feeling about school. 3.94 out of 5 was rewarded by students for the statement "I am proud to be an Alderbrook student" (3.82 last year). Students on average scaled 3.95 out of 5 for the statement "I feel like I belong to the Alderbrook community", an improvement from 3.73 last year. 86% of disadvantaged students knew who to speak to when they are unhappy in school (82% last year) and 86% could name a trusted adult in the school (81% last year). Although there has been a clear improvement, we will continue our work on the relationships strand of Cradle to Career to ensure all disadvantaged students feel supported at Alderbrook School.

Transition has been a priority in the relationship strand of Cradle to Career. Additional sessions and opportunities have been put on to support students and parents with their move to secondary school e.g. sport and art sessions for our feeder schools. 93% of parents felt that transition to Alderbrook went smoothly or very smoothly. 96% of parents felt their child had had a positive start to life at Alderbrook (4% said maybe). 98% of parents were happy with the communication and opportunities that Alderbrook's transition had provided.

One intervention to support our Year 9 students' wellbeing is the Jamie's Farm residential trip. Majority of the students on the trip are classed as Pupil Premium. Based on the Warwick Edinburgh Mental Wellbeing Scale, 91% of students showed an improvement in their self-reported mental wellbeing. Their mean baseline mental wellbeing score was 20.6 compared to 23.9 at the end of their visit, a 12-percentage point change. 64% of students also showed an improvement in their self-reported social and emotional skills. Their mean baseline score was 3.2 compared to 3.3 at the end of their visit, a 5-percentage point change.

Ambition and aspirations.

47% of the 182 students asked, have been involved in extra-curricular activities, although this is a slight increase to last year's 42%, more still needs to be done to encourage disadvantaged pupils to attend clubs and opportunities of enrichment. Students have provided examples of what clubs they would like to attend, and this will be actioned this year.

Students in Year 9-11 were able to name a range of trips that they have been on since joining Alderbrook. However, only 1 student out of 39 in Year 7 has been on a trip so far this academic year (end of term 1) and only 48% of Year 8 students could recall a trip they have been on since joining Alderbrook. Therefore, an action for this year's strategy is to provide trip opportunities for the younger disadvantaged students at the school. Data since Sept 2025, shows a gap of students going on at least one trip between PP and all students.

Trips since Sep 25	All students	PP	Non-PP
Total	1703	300	1403
At least 1 trip	754 (44%)	86 (29%)	524
2 or more	123 (7%)	22 (7%)	101

When looking at career aspirations, for 2024 leavers, 1.6% NEET (3 out of 4 of these were FSM). This is an improvement on the previous year, where 6 students (2.3%) were NEET. This year, all students in Year 10 had an experience of the workplace, with 15% of PP students taking part in the workshops offered by the school.

Similar to last year, around 75% of students participating in the student voice, were able to recall something they were proud of at school, showing that we are working in the right direction with the opportunities that we are offering to our students.

Attitude to learning.

Similar to last year, 84% of students felt they knew how to revise. This shows continued improvement from 2023, where only 61% felt they did, showing that our new homework system has been supporting students to learn the different skills needed to revise effectively.

The intervention by MADE on how to revise was well received by our Year 11 students, with 91% stating that they would use the techniques taught when they came to revise.

When reviewing student perception of their attitude to learning, there has been an increase in students feeling that they "do their best at school" 4.02 out of 5 (3.94 last year) and students "taking pride in their work" 3.70 out of 5 (3.59 last year).

Externally provided programmes.

Programme	Provider
CBT and Anxiety	Wendy Palmer
Specialist Advisory Teacher	Jen Wingfield @ Equalise
Revision workshop	MADE
Boxing and mentoring	Pat Benson's boxing
Football for girls	Solihull Moors
Basketball club	Birmingham Rockets
Chess Club	Chess in Schools