

Pupil premium strategy statement – Aldercar High School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	689
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 -2024
Date this statement was published	08/11/2022
Date on which it will be reviewed	08/11/2023
Statement authorised by	Clare Hatto
Pupil premium lead	Sarah Murray
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£244,280
Recovery premium funding allocation this academic year	£69,966
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£314,246

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils:

- We aim to develop the disadvantaged pupil's literacy and numeracy outcomes throughout their time at Aldercar High School.
- We aim to increase opportunities for disadvantaged pupils to engage in extra-curricular activities that are planned, with the intention of developing the cultural capital of our disadvantaged pupils.
- We will allow opportunities for our disadvantaged pupils to access outside tutoring services. This is a service that the non-disadvantaged pupils may have access to.
- We will intervene with disadvantaged pupils below their chronological reading age to help them address gaps in their fluency and oracy, which will focus on ensuring all disadvantaged pupils are able to access all aspects of the curriculum.
- Increase teaching for pupils who are below the expected level on entry in numeracy by creating an additional maths group in Year 7 for intervention.
- The creation of class 7E as a curriculum group allows for additional individualised teaching in Geography, History, Morals and Ethics and Spanish. This will ensure that opportunities to teach literacy within lessons are increased for this group.
- In school tutoring is offered to support literacy for our disadvantaged pupils during withdrawal from Key Stage 3 lessons.
- Disadvantaged pupils in Year 11 have the support of 'My tutor' in either English, Maths or Science depending on their individual needs.
- Year 10 and 11 underachieving disadvantaged pupils attend funded sessions at Kip McGrath in Heanor to develop their English and/or Maths skills.
- Key Stage 3 disadvantaged pupils are offered catch up for individuals who cannot read or are innumerate.
- Additional opportunities are created such as subsidised trips for disadvantaged pupils to ensure they are enabled full participation in organised trips.
- Disadvantaged pupils are provided with all relevant revision resources to support them across the Key Stages.

Challenges

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

Challenge number	Detail of challenge
1	A below chronological reading age in the vast majority of disadvantaged pupils on entry.
2	A high proportion of disadvantaged pupils on entry are below the expected level in both English and Maths.
3	The school has a high proportion of disadvantaged pupils and therefore financial support is needed to remove barriers to our curriculum and extra-curricular activities.
4	The school has a high proportion of disadvantaged pupils who do not have access to outside opportunities such as tutoring, increased cultural capital and additional resources to support and enhance 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
Pupil's literacy developed to bring their reading ability in line with their chronological age.	90% of pupils by the end of key stage 3 will be reading at their chronological reading age.
Pupils will be at the expected level for Mathematics.	90% of pupils will be at their expected Mathematics level by the end of key stage 3.
Key stage 4 pupils will be able to access a tutoring service which will improve their overall outcomes at key stage 4.	The gap between outcomes of disadvantaged pupils and others nationally will be reduced.
Barriers will be removed for disadvantaged pupils to allow them to participate in activities both curricular and extra-curricular, which will build cultural capital.	Students will not be restricted in participating in any activity due to a financial barrier.

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: £64,319

Activity	Evidence that supports this approach	Challenge number(s) addressed
An additional teaching group created in Geography, History, Morals and ethics and Spanish.	It was a curriculum decision to create this extra group to allow additional literacy focus to take place which will allow pupils to access a high literacy based curriculum in these subjects.	1
Direct Instruction package purchased.	Member of staff employed to deliver the Direct Instruction intervention to identified pupils.	1
Extra maths group in Y7.	Pupils identified for form part of the group with the lowest numeracy scores from KS2 and their baseline assessment.	2
Accelerated Reader Package.	Subscription to the tests linked to 'Dear' time to assess pupils reading ages and comprehension levels.	1

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

Budgeted cost: £34,232

Activity	Evidence that supports this approach	Challenge number(s) addressed
In school tutor	Disadvantaged pupils with the lowest scores in English are withdrawn from English lessons and taught in groups of 3.	1
My tutor	Every Y10/11 pupil has access to a tutoring session in a subject that they need additional support in.	1 + 2
Kip McGrath	School have purchased 10 places at Kip McGrath for the student from Key Stage 4 and who have the highest need in Maths or English.	1 + 2

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,661

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised extra-curricular activities and trips	Extra-curricular visits/activities will be partially subsidised or fully funded for disadvantaged pupils.	3 + 4
Provide revision material for students	Revision resources to be provided to all disadvantaged students.	3
Provide rewards for our disadvantaged students who are engaging well with education.	Reward trips, books.	3 + 4

Total budgeted cost: £104,212

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

	All Students 2022 Outcomes	Disadvantaged students 2022 Outcomes
Eng and Maths 4+	47	43%
Eng and Maths 5+	21	17%
5+ 9-4 inc Eng and Maths	41	37%
5+ 9-5 inc Eng and Maths	18	13%
A8	36	32.5
P8	-0.58	-0.8

Externally provided programmes

Programme	Provider
1 to 1 and small group tuition.	Kip McGrath
Small group (3 to 1) tuition.	My Tutor

