

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	606
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 -2025
Date this statement was published	10/12/2023
Date on which it will be reviewed	10/12/2024
Statement authorised by	Clare Hatto
Pupil premium lead	Sarah Murray
Governor / Trustee lead	Eleanor Hedley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£233,910
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>	£294,906

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 extracurricular 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.
- 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.
- 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.
- DEAL time books purchased to improve the literacy levels of students across Key stage 3 and 4
- Satchel Pulse assessments to understand and intervene with students social and emotional learning

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 extracurricular 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.
5	A high proportion of disadvantaged students struggle to manage their social and emotional learning in school.

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.
Identify and provide support for students who struggle with aspects of social and emotional learning.	Students identified through assessment will show improvements when reassessed at Easter 2024.

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: £54,118 (Direct Instruction & Accelerated Reader)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Direct Instruction package purchased. Member of staff employed to deliver the Direct Instruction intervention to identified pupils.	Research from Clark, Kirschner and Sweller suggests that direct forms of instruction are much more effective than approaches that rely on students finding things out for themselves and that novice learners cannot simply copy the behaviours of experts.	1 , 2
Reading Teaching assistants	Teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. https://educationendowmentfoundation.org.uk	1, 2
Accelerated Reader Package. Subscription to the tests linked to 'Dear' time to assess pupils reading ages and comprehension levels.	The randomised controlled trial of Accelerated Reader, funded by the Education Endowment Fund (EEF) and evaluated by Durham University, found that in just 22 weeks: The reading age of all the pupils increased by 3 additional months and the reading age of low income pupils improved by an additional 5 months.	1, 2
Dedicated non-teaching heads of year	Good relationships can be built with students in each year group to support pupil progress in and out of school. Issues are addressed straight away to reduce additional impacts on student's education. (EEF) The British Educational Research Association (2019) says that pastoral care can: <ul style="list-style-type: none"> • Improve pupils attendance • Support an orderly atmosphere for students to access opportunities, and enhance their academic achievements • Teach respect for self and others https://www.bera.ac.uk	5

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

Budgeted cost: £39,905

Activity	Evidence that supports this approach	Challenge number(s) addressed
YipiYap - Disadvantaged pupils with the lowest scores in English and Maths are withdrawn from English and Maths lessons and taught in groups no more than 5.	<p>On average learners made 1.6 grades improvement from their Year 11 November mock to their final GCSE predicted grade.</p> <p>(NUAST, NOVA Educational Trust, Nottingham)</p>	1
Redesigned seclusion area with triage system to support disadvantaged students	<p>Students who are unable to manage behaviours in the classroom are removed to work in the seclusion facility. Before entering they will speak with a Head of year so that staff understand the issues. This helps to reduce further issues in the classroom and around school.</p> <p>Behaviour is a means of communication and has a cause and a purpose. Behaviour that challenges may signal a need for support and it is essential to understand its underlying causes.</p> <p>https://assets.publishing.service.gov.uk</p>	5
Show my homework package through Satchel Pulse	<p>It allows staff to identify learning gaps with auto-graded Quizzes and detailed reports and adapting homework to cater to students at different levels.</p> <ul style="list-style-type: none"> Pupils are likely to learn at different rates and require different levels and types of support from teachers. 	4

	<ul style="list-style-type: none"> Seeking to understand pupil's differences is an essential part of teaching (EEF) 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised extracurricular 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 to ensure that they can effectively manage their studies.	3
Provide rewards for our disadvantaged students who are engaging well with education.	Rewards are popular amongst students in Key Stage 3. The trips being the most popular reward.	3 + 4
The Satchel Pulse assessments identify the students in Years 7-10 who struggle with social and emotional learning. Interventions are then carried out by Heads of year.	Academic settings induce a multitude of social emotions. These emotions include social achievement emotions and non-achievement emotions such as relationships built with teachers and students. (Weiner, 2007) Social emotions can strongly influence students' engagement especially teacher-student or student-student interactions. (Linnenbrink-Garcia, Rogat& Koskey 2011)	5

Total budgeted cost: £94,523

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023

2023 Results	Total Students achieving	% of PP cohort
Basics 4+	14	28.6%
Basics 5+	5	10.2%
5+ 9-4 inc Basics	12	24.5
5 +9-5 inc Basics	4	8.2%
A8	46	31.29
P8	46	-0.76

Externally provided programmes

Programme	Provider
Small Group Intervention (no more than 5)	Yipiyap