

Pupil premium strategy statement – Aldercar High School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	658
Proportion (%) of pupil premium eligible pupils	41%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	2025-2026
Date this statement was published	10/12/2025
Date on which it will be reviewed	10/12/2026
Statement authorised by	Adam Blake
Pupil premium lead	Sarah Murray
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£309,000
Recovery premium funding allocation this academic year	N/A
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>	£309,000

Part A: Pupil premium strategy plan

Statement of intent

Objectives for our disadvantaged pupils:

- We want to support the Year 7 students who are arriving without the skills necessary to navigate secondary school.
- We aim to ensure that all students achieve their full potential. With just over a 40% (approx. 28% national average) pupil premium cohort this indicates a significant socio-economically disadvantaged group. We recognise the need for targeted strategies to close attainment gaps and improve student attendance and support wellbeing. We will focus on high-quality teaching, targeted academic interventions, and wider strategies that minimise or remove barriers to learning.
- Ensuring quality first teaching will increase outcomes for all pupils across the key stages.
- We aim to develop our disadvantaged pupil's literacy and numeracy outcomes throughout their time at Aldercar High School. Quality first teaching is necessary to be able to support pupils to achieve this. It is the quality teaching that is proven to have huge impact closing the disadvantaged gap.
- We aim to increase opportunities for our disadvantaged pupils to engage in extracurricular activities that are planned, with the intention of developing the cultural capital of our disadvantaged pupils. The addition of lunch time activities caters for those with responsibilities outside of school.
- 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 our 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.
- We will offer joint subsidised instrumental lessons to increase confidence and self-esteem in school.
- 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 relevant revision resources where needed to support them across the Key Stages at no cost to themselves.
- DEAL time in tutor time to improve the literacy levels of students across Key stage 3 and 4
- The non-teaching heads of year allow for more emotional support during the school day for all pupils.
- Deployment of a teacher to support the Year 7 intake to be 'school ready'.

Challenges

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

Challenge number	Detail of challenge
1	<p>Reading: A below chronological reading age in the vast majority of our disadvantaged pupils on entry. Many of the students join us with below average literacy levels which affects learning from the beginning.</p> <p>Limited access to resources and poor parental engagement results in disinterest and disengagement with reading. The socioeconomic challenges can also affect the reading age and ability to engage and remain focussed in reading activities.</p>
2	<p>English and Maths: A high proportion of disadvantaged pupils on entry are below the expected level in both English and Maths. Disadvantaged students often perform below expected levels due to a range of socio-economic and personal factors. The challenges with below chronological reading ages and Maths ability presents issues with accessing the Maths and English curriculum. Many pupils struggle to decode words, construct complex sentences or engage with texts.</p>
3	<p>Cost of living: The school has a high proportion of disadvantaged pupils and therefore financial support is needed to remove barriers to our curriculum, student attendance and extracurricular activities.</p>
4	<p>Lower aspirations and disengagement: 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.</p>
5	<p>Attendance: The gap for attendance between pupil premium and non-pupil premium students continues to widen.</p>

6	Year 7 School Ready: The current Year 7 has a high percentage of students both pupil premium and with SEN needs. Support is needed to ensure they are ready for secondary school to include behaviour, expectations and social skills.
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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
Development in pupil's literacy to bring their reading ability in line with their chronological age.	90% of all 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 and English by the end of Key stage 3.	90% of all pupils will be at their expected Mathematics and English level by the end of key stage 3.
Pupil premium students to receive financial support to help to minimise the barriers that they face to education and attendance.	All pupils to be supported by the Golden Hour strategy to reduce or remove barriers such as uniform issues, revision tools and equipment.
Pupil premium students to be encouraged to participate in activities both curricular and extra-curricular with support, which will develop their cultural capital.	No pupil will be restricted in participating in any activity due to a financial barrier. All students will be actively encouraged to attend extra-curricular activities/clubs/trips.
Pupil premium students to be supported in school by none teaching heads of year, to allow them to manage their personal issues, remove barriers and access a full education.	All pupils to be involved in 1-1 intervention with their respective head of year to reduce barriers to learning and increase educational and social engagement.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £269,000 (Direct Instruction, Reading TA, HOYs & Accelerated Reader and a 'School Ready' tutor)

Activity	Evidence that supports this approach	Challenge number(s) addressed
None teaching Heads of year to support the students in school to include 1-1 intervention work to develop aspirations and engagement.	<p><i>"On average, one to one support is very effective at improving pupil outcomes. One to one support/tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas."</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p>	4 + 6
Direct Instruction package purchased. Member of staff employed to deliver the Direct Instruction intervention to identified pupils.	<p>"Direct instruction is one of the most widely used methods of teaching, and it begins with the "clear and systematic presentation of knowledge" with the goal of helping students to develop background knowledge so that they may apply and link it to new knowledge" (Kim & Axelrod, 2005)</p>	1 + 2
Reading Teaching assistants	<p><i>"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."</i></p> <p>https://educationendowmentfoundation.org.uk</p>	1 + 2
Accelerated Reader Package. Subscription to the tests linked to 'Dear' time to assess pupils reading ages and comprehension levels.	<p>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.</p> <p><i>"Children and young people who use Accelerated Reader continue to enjoy reading more, are more likely to have a favourite book and read more frequently than those who do not access Accelerated Reader."</i> (Dr Christina Clark, National Literacy Trust)</p>	1 + 2

Dedicated non-teaching heads of year	<p><i>“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.”</i> (Education Endowment Foundation, EEF)</p> <p><i>“The British Educational Research Association (2019) says that pastoral care can:</i></p> <ul style="list-style-type: none"> • <i>Improve pupils’ attendance</i> • <i>Support an orderly atmosphere for students to access opportunities, and enhance their academic achievements</i> • <i>Teach respect for self and others”</i> <p>https://www.bera.ac.uk</p>	4 + 5
Dedicated tutor of Year 7 intervention	<p>“Research shows that the transition period can be an effective time to carry out interventions to build resilience, self-esteem and motivation”</p> <p>https://sen.hias.hants.gov.uk/pluginfile.php/2683/mod_book/chapter/77/Transition</p>	6

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Redesigned refocus area with triage system to support disadvantaged students.	<p>Pupils unable to manage behaviours in the classroom are removed to work in the refocus facility for the remainder of the lesson removed from. This helps to refocus the pupil and reduce further issues in the classroom and around the school. Triage helps to understand the behaviours displayed to avoid repetition.</p> <p><i>“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.”</i></p> <p>https://assets.publishing.service.gov.uk</p>	5

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised extracurricular activities, trips and music lessons.	Extra-curricular visits/activities will be partially subsidised or fully funded for disadvantaged pupils.	3 + 4
Revision materials provided for students in core subjects.	Revision resources to be provided free of charge to disadvantaged students to ensure that they can effectively manage their studies.	3
Provide rewards for our disadvantaged pupils who are engaging well with education.	Rewards are popular amongst students in Key Stage 3. The trips being the most popular reward. Rewards are given for daily conduct, attendance and behaviour.	3 + 4
A lunchtime Hub to allow students with social anxiety to develop social skills through a range of resources. This is done with the support of Prefects.	<p><i>"Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school)."</i></p> <p><u>Social mobility commission: An unequal playing field</u></p> <p><i>"Having access to spaces that encourage both group and independent play is key to supporting different social needs. Some children thrive in large group activities, while others may prefer small, focused interactions"</i></p>	5

	The Importance of Play at Lunchtime - BESA	
Having a uniform bank for students from disadvantaged backgrounds to remove one barrier to learning.	<p><i>"If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform."</i></p> <p>https://educationendowmentfoundation.org.uk/</p>	3

Total budgeted cost: £309.000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2025

2025 Results	Total Pupils achieving	% of PP cohort
Basics 4+	10	27.8%
Basics 5+	6	16.7%
5 x 9-4 inc Basics	9	25.0%
5 x 9-5 inc Basics	5	13.9%
A8	36	27.33
P8	NA	NA

Externally provided programmes

Programme	Provider
Individual Intervention	SAM Learning