

Pupil premium strategy statement – Alderman White 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	764 (221 PP)
Proportion (%) of pupil premium eligible pupils	28.9%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	September 2024 to September 2027
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Annwen Mellors
Pupil premium lead	Katie Hodgkinson
Governor / Trustee lead	Kate Skey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£255, 000
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£255,000

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure the best possible outcomes for our students in terms of health, safety and wellbeing, academic achievement and character development, enabling them to achieve economic wellbeing and make a positive contribution to society.

The national Pupil Premium (PP) strategy identifies that some students may face additional barriers to achieving success. Students identified as “Pupil premium” are those who have been eligible for Free School Meals in the last 6 years and students who have previously been “Looked After”. The school receives additional funding to support disadvantaged students based on the number of students identified as “Pupil Premium” in the previous academic year. A smaller amount of additional funding is received for students who have a parent in the armed forces (Service Premium). Pupil premium is not a personal budget for individual pupils, and schools do not have to spend pupil premium so that it solely benefits pupils who meet the funding criteria.

The aim of the school’s Pupil Premium Strategy is to identify the barriers experienced by disadvantaged students and to put in place appropriate strategies to enable them to achieve success in line with their peers. Some students, including those who have a social worker or who are Young Carers, may not be identified as Pupil Premium but may still experience barriers to success, and the needs of these students will be considered in the use of our Pupil premium funding.

Our aim is to be evidence based in the way we use this additional funding, taking into account national evidence as well as our own evidence of what works in our school and community context.

[The EEF Guide to the Pupil Premium | EEF](#)

We will adopt a whole school approach in which all staff take responsibility for disadvantaged students’ outcomes and raising expectations of what they can achieve.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap while benefitting all students. Implicit in the intended outcomes is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. We will aim to intervene as early as possible where the need for additional support is identified.

Our strategy continues to consider and address the longer-term impacts of the COVID-19 pandemic.

Challenges

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

Challenge number	Detail of challenge
1. Attainment	PP students in Year 11 have lower attainment compared to other students at KS4. Although this cohort of students perform well compared to PP students nationally, there is still an in-school 'gap' in attainment. For example, the number of disadvantaged students who gained a 5+ in English and Maths in 2024 was 25.7% compared to 60.5% of non-disadvantaged students.
2. Attendance	Attendance is lower for PP students than non-PP students and a higher percentage of PP students are persistently absent. In 2023-2024, attendance for PP students was 89.1% compared to 93% for all students, and 39% of PP students were persistently absent compared to 19% of all students. (Attendance data September 2023-May 2024)
3. Literacy	Typically, the percentage of students with standard assessment scores (SAS) for reading of below 80 (where 100 is average) are twice as high for PP students as non-PP students. In July 2024, in Year 7, 30% of PP students had a SAS score of 80 or below compared to 13% of all Year 7 students. In Year 8, 14% of PP students had a reading SAS score of 80 or below compared to 7% of all students. Literacy skills are key to accessing the curriculum.
4. Wellbeing	Our assessments, observations and discussions with students and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. These challenges particularly affect disadvantaged pupils, including their attainment. In 2023-2024 teacher referrals to the school counsellor for support remained high. 22.2% of disadvantaged students needed support from school counsellor compared to 8.9% non-disadvantaged students.
5. Behaviour and Attitudes	Impact of poor behaviour on progress and attainment is higher for disadvantaged students compared to other students. Disadvantaged students have had higher suspension rates than other students. In 2023-2024 the suspension rate for this cohort of students was 26.7% compared with 3.64% for non-PP students. In 2023-24, PP students had an average of 57 positive points compared to an average of 63 for all students, and an average of 47 behaviour points compared to 26 for all students. National evidence and conversations with students and teachers suggest aspirations are lower and attitudes to school less positive for PP students.
6. Enrichment and cultural capital	National data indicates that PP students are less likely to have access to resources and experiences that develop cultural capital outside of school, as well as facing financial and practical barriers to engaging in school enrichment activities. Engagement in enrichment activities remains lower for PP students than other students – by March 2024, participation in our enrichment programme including trips was 18% for PP students and 64% for non-PP students (but 84% for Year 7 PP students and 92% for Year 7 non-PP students).
7. Access to educational resources	National data and discussions with students and parents suggest that disadvantaged students are likely to have fewer resources including access to technology and facilities to support revision, homework and access to curriculum resources.

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
1. Improved outcomes among disadvantaged pupils across the curriculum at the end of KS4	Sustained improvement in outcomes for disadvantage students over the next three years: <ul style="list-style-type: none"> • Attainment 8 score to increase to 45 by 2026/7 • % of PP students achieving a 5+ in Maths and English to increase to 33% by 2026/27 • Progress 8 score for 2026/7 > 0
2. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained improvement in attendance for disadvantage students for the next three years: <ul style="list-style-type: none"> • Attendance for PP students > 94% by 2026/27 • Persistent absence for PP students < 25% by 2026-27
3. Disadvantaged students can access the full curriculum due to good literacy.	Improved literacy of disadvantaged students by 2026/2027: <ul style="list-style-type: none"> • Reduction in the % of PP students with a reading SAS (standardised score) of below 80 to <8% • Reduction in the % of PP students with a reading SAS (standardised score) of below 100 to <40%
4. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing by 2026/27 demonstrated by: <ul style="list-style-type: none"> • Student survey evidence that students know how to support their own wellbeing, how to access support and feel that they receive support when required
5. To achieve and sustain improved behaviour and attitudes PP students.	Sustained improvement in behaviour and attitudes of disadvantaged students by 2026/2027: <ul style="list-style-type: none"> • Suspension rates for PP students reduce year on year • Negative events logged for PP students reduces year on year • NEET (Not in Education, Employment or Training) figures reduce for all students including PP students. • Student voice indicates an improvement in attitude towards school, including amongst PP learners.
6. To achieve and sustain improved engagement in enrichment activities for PP students.	Improved engagement and access to wider opportunities by 2026/2027 <ul style="list-style-type: none"> • Increased participation in enrichment activities by PP students.
7. All students access high quality education from home and IT is used systematically to improve teaching and learning.	We will ensure that all students are able to access homework and revision when at home: <ul style="list-style-type: none"> • All PP students have access to a chromebook / laptop to access homework and classwork. • All PP students have adequate access to the internet. • All PP students have access to study support facilities in school and suitable revision resources.

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: £19, 343

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Continue to support the development of high-quality teaching through embedding the school's Five Golden Principles (PROUD of written work; No wasted lesson time; Check for Understanding; Use Science of Learning; feedback) and ensuring precision in the use of approaches based on the science of learning through use of the WalkThru materials.</p> <p>Use of EEF materials to improve practice.</p> <p>School Evaluation activities to monitor that these are in place.</p>	<p>Maximise learning time: 1. High-quality teaching EEF</p> <p>Check for understanding: EEF Blog: Five ways to use diagnostic assessment in the... EEF</p> <p>Feedback EEF (+6 months)</p> <p>Metacognition and self-regulation EEF (+7 months)</p>	1
<p>Maintain high levels of staff retention through wellbeing, communication and development strategy including termly staff forum and annual staff survey, careful consideration of wellbeing in any policy changes, considering the impact of emotional labour, access to SAS support, carefully planned staff development opportunities and PGP programme.</p>	<p>Evidence reviews EEF</p>	1-6
<p>To ensure external qualifications are being delivered using best-practice and increase support for PP students taking qualifications involving NEAs, coursework or practical exams. Review and monitor progress of PP students in English GCSE.</p>	<p>Analysis of school exams results</p>	1
<p>Ensure all students have a laptop or Chromebook device to support learning in school and internet access.</p> <p>Chromebooks will be offered at a subsidised rate for disadvantaged students and at no cost where necessary.</p>	<p>Our experience within our context has been supported nationally as reported by the Nuffield Foundation</p> <p>The most disadvantaged pupils are less likely to be engaged in remote learning - Nuffield Foundation</p>	1,7
<p>Fund the Accelerated reader diagnostic tool for years 7 and 8 to support students to meet age related expectation where there is a need.</p>	<p>Reading comprehension, vocabulary and oracy skills are heavily linked with attainment in all subjects.</p>	1,3

	Reading comprehension strategies EEF (+6months):	
Whole school oracy strategy to refine use of oracy across the curriculum. This will improve understanding, confidence and quality of written responses.	Oral language interventions EEF (+6months):	1,3
Maintain tutor time and period 5 DEAR programme across the school.	Reading comprehension, vocabulary and oracy skills are heavily linked with attainment in all subjects. Reading comprehension strategies EEF (+6months):	1,3
Review of Personal Development curriculum to ensure that safeguarding and mental health topics are being covered effectively.	Evidence shows PSHE education's impact in several areas, including emotional wellbeing, physical health, academic attainment, and preparation for work Evidence and research Social and emotional learning EEF (+ 4 months)	All
Our careers programme will provide excellent careers guidance for all students, and support PP students in raising aspirations. Every Key Stage 4 PP student will have a career interview and will be prioritised for tracking for post 16 routes.	In our context, disadvantaged students are less likely to know what career they would like to pursue when they leave school. National research indicates that careers education is important to all students: Ofsted Annual Report 2018/19: education, children's services and skills - GOV.UK Careers education: a mixed picture – Ofsted: schools and further education & skills (FES)	1,6

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

Budgeted cost: £236,007

Activity	Evidence that supports this approach	Challenge number(s) addressed
Although DFE funding of the tutoring program has ceased, due to the success in school we will continue to provide one to one and small group tuition for pupils in need of additional support in Maths and English delivered in addition to, and linked with, normal lessons.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind: One to one tuition Teaching and Learning Toolkit EEF Small group tuition Teaching and Learning Toolkit EEF	1,3

<p>We will utilise Accelerated Reader Data to develop effective reading intervention strategies where students are not meeting age related expectations.</p> <p>We will allocate teaching assistant to work with identified students in Year 7 and 8.</p>	<p>Reading comprehension strategies can have a positive impact on students' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies EEF (+6months):</p>	1, 3
<p>We will utilise the Switch on programme to achieve functional literacy close the reading achievement gap for vulnerable children working below age-expected levels.</p> <p>We will allocate teaching assistant training and release time to develop and implement strategy.</p>	<p>Switch-on Reading (re-grant) EEF</p>	1, 3
<p>We will effectively use the designated teacher to ensure the specific needs of looked after and previously looked-after children are being met. Their role will involve guidance and training to all staff on how to support students, monitoring the progress of these students and working with all stakeholders to coordinate effective support.</p>	<p>Designated Teacher Information Nottinghamshire County Council</p>	All
<p>Year 11 PP Students will have an allocated member of staff to monitor data and offer support. This Mentor will meet regularly with the student and contact home to increase home school communication and parental engagement.</p>	<p>Mentoring EEF (+2 months) Parental engagement EEF (+4 months)</p>	All
<p>Our onsite alternate provisions (IMP, Haven and Nurture) will be used to support improved behaviour and engagement of students with multiple barriers to learning, including SEND and EAL, with a particular focus on disadvantaged students.</p>	<p>Behaviour interventions EEF (+4months) Mentoring EEF (+2 months) Teaching Assistant Interventions EEF (+4months)</p>	1,2,3,4,5
<p>Offsite alternate provision will be used support improved behaviour and engagement of students with multiple complex barriers to learning.</p>	<p>Investigative research into alternative education</p>	1,2,3,4,5

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

Budgeted cost: £136, 388

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>We will continue to embed our PP Profile Strategy using SSM and PL to coordinate a key worker to all PP students in their year group to gather a holistic understanding of students learning needs which will be shared with all staff.</p>	<p>Research shows that building strong relationships and understanding of pupil's contexts helps to create a culture of community and belonging</p> <p>1. Build a holistic understanding of pupils and families, and... EEF</p>	<p>1,4,5</p>
<p>The school will continue to be participant of a EEF funded research project called More Good Days at School delivered by KCA Training. This Project includes whole school training and development on attachment and trauma and relational practice.</p> <p>Staff training and release time to develop and implement a whole school approach to a trauma informed approach and relational practice.</p>	<p>This guide links the recommendations by the EEF to improve behaviour in schools with theory and research about children who have experienced trauma.</p> <p>Education Endowment Foundation</p>	<p>4,5</p>
<p>We will continue to embed good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Attendance officer/support continues in post to improve attendance.</p> <p>Effective use of the Attend framework to engage with families and identify barriers to attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>https://www.gov.uk/government/publications/working-together-to-improve-school-attendance</p>	<p>2</p>
<p>We will focus on increasing the engagement of disadvantaged pupils in enrichment activities, with a contingency fund for specific needs to support students in accessing school daily or extra-curricular activities.</p> <p>This support will include purchase of uniform, revision aids and subsidies to school trips.</p>	<p>Previous experience indicates that this is an important fund which is used to support disadvantaged students in a range of areas.</p> <p>Social and emotional learning EEF (+4months)</p>	<p>6</p>
<p>We will ensure all students in need have access to the school counsellor to support student mental health and well-being. This will include 1-1 counselling sessions and small group work to focus on anxiety and emotional well-being.</p> <p>We will continue to work with CAMHS outreach MHST (Mental Health Support Teams) offering 1-1 and group workshops with CAMHS trained counsellors in school, making this support more accessible for students who need it.</p>	<p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation</p> <p>Social and emotional learning EEF (+4months)</p>	<p>4</p>

All students will be able to access learning an instrument to ensure they have been exposed to a range of experiences in support of developing cultural capital.	Arts participation EEF (+3 months) Playing a musical instrument 'key to academic success' Tes Magazine	1,2,4,5,6
Our Enrichment programme and activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate with effective monitoring in place to measure impact.	Internal data indicates that disadvantaged students are less likely to participate in the school enrichment programme. Research show that offering a range of high-quality extra-curricular activities can boost wellbeing, behaviour, attendance, and aspiration. An Unequal Playing Field report.pdf	1,2,4,5,6
Ensure a positive start to the day by continuing the Breakfast Club provision. All students are invited to join the Breakfast Club each day with a specific focus on targeting disadvantaged students.	Magic Breakfast - trial EEF (+2 months)	6
We continue to fund staffing to the afterschool independent study club in the school Library. This provides a quiet space for students to complete homework tasks and charge Chromebooks	Homework clubs, to provide a safe space to work, are especially important for disadvantaged pupils. Homework EEF (+5 Months)	1,3,7
Increase engagement of parents through careful tracking and follow up of parents not reading reports or attending parents evenings, or receiving email communication.	Parental engagement EEF	All

Total budgeted cost: £373, 318 (£118, 318 expenditure in excess of budget)

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2023-24

Exam Results

There were 154 students in Year 11 of whom 32 were PP. While results for disadvantaged students are improving and above national outcomes for PP students, there continues to be a gap between disadvantaged students and other students within our school. In 2024, PP students:

- PP students achieved an Attainment 8 score of 38.9 up from 37.24 in 2023. The national average for PP students was 34.5 and 50 for all other students. The A8 score for all students in our school was 52.2.
- PP students achieved an average Progress 8 score of -0.38 up from -0.52 in 2023. The national average for PP students was -0.57 and for all students at our school was 0.45.
- 28.1% of PP students achieved grade 5+ in English and Maths, up from 24.2% in 2023, compared to 25.8% of PP students nationally and 52.6% of all students in our school.
- 46.9% of PP students achieved a grade 4 in both English and Maths, up slightly from 46.3% in 2023, compared to 69.5% of all students in our school.
- PP students made most progress in Maths (-0.05) and least progress in English (-0.62) and Open Bucket subjects (estimated -0.65).

Reading Ages

- During 2023-24, the number of disadvantaged students in Year 8 with a standardised reading assessment score below 80 went from 33.33% at the end of year 7 to 21.42% (a decrease of 11.91%) at the end of Year 8. The number of disadvantaged students in Year 8 with a standardised reading assessment score below 100 remaining at 59.52%.

Behaviour

- The suspension rate for PP students was 26.7% compared with 3.64% for other students.
- PP students had an average of 57 positive points compared to an average of 63 for all students, and an average of 47 behaviour points compared to 26 for all students.
- 73.06% of disadvantaged students were not suspended.

Attendance

- Attendance of disadvantaged students for 2023-2024 was 89.1% compared to 89% in 2022-23 and was lower than all students at 93%.
- 39% of PP students were persistently absent compared to 19% of all students.

Wellbeing

- Referrals to the school counsellor for support remained high. 22.2% of disadvantaged students needed support from school counsellor compared to 8.9% non-disadvantaged students.

Access to Resources

In 2023-2024 all students had access to their own Chromebook. The use of Chromebooks is a key part of our teaching and learning strategy and has allowed all students access to online resources when not in school. This has helped to remove any financial barrier which may prevent disadvantaged students from using IT equipment at home.

Enrichment

A full range of extra-curricular activities was offered to all students. Most of the extra-curricular activities offered do not incur a financial cost and were well attended. We continue to encourage disadvantaged students to take part in at least one extra-curricular activity each week. Last year we have offered a wide range of enrichment activities and trips that support and develop cultural capital. Where there is a financial cost to these experiences, which may present a barrier to attendance, we offered financial support so that disadvantaged students can attend.

By March 2024, participation in our enrichment programme including trips was 18% for PP students and 64% for non-PP students (but 84% for Year 7 PP students and 92% for Year 7 non-PP students).

Evaluation

Based on all the information above, the performance of our disadvantaged pupils partially met expectations, and we evidenced progress towards the challenging outcomes we set out to achieve by 2023-2024. Our evaluation of the approaches delivered last academic year indicates that our continued focus on quality first teaching supported by strong pastoral support has led to outcomes for PP students improving as evidenced by our 2024 GCSE results for both Attainment 8 and Progress 8, both being above national averages for this cohort. Good progress has been made in our Year 7 and Year 8 literacy strategy; this will allow students to be in a better position to access the full curriculum moving as they move into Key Stage 4.

Actions

We have reviewed our strategy plan and made changes to how we intend to use our budget this academic year.