

## Pupil Premium strategy statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged students.

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.

### School overview:

Detail	Data
School name	Alderman White School
Number of students in school	759
Proportion (%) of pupil premium eligible students	28.5%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	September 2021-September 2024
Date this statement was published	December 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Annwen Mellors
Pupil premium lead	Dave Farnie
Governor / Trustee lead	Imogen Allen

### Funding overview:

Detail	Amount
Pupil premium funding allocation this academic year	£162,000
Recovery premium funding allocation this academic year	£44,436
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£206,436

## Part A: Pupil Premium strategy plan

### Statement of intent:

Our aim is that all students, regardless of their background or challenges they face, make good progress and achieve well.

Our pupil premium strategy will seek to support disadvantaged students to achieve that goal through a range of evidence-informed strategies which will reduce any apparent barriers within our own context. Whilst we will consider individual student needs, we will also focus on addressing common challenges identified as being barriers to a wider range of students. We will analyse our own context to fully understand our students needs and will not make assumptions about the barriers that exist for disadvantaged students.

It is the decision of school leaders to decide how to spend the Pupil Premium as it is recognised that they are best placed to assess need and use funding to improve attainment. This is not funding allocated to each student, as this additional funding can be allocated to staffing or other costs, that provide additional support to help students who need it to overcome any barriers to learning. Aspects of our strategy will benefit students who do not qualify for the Pupil premium, but, we will always ensure that there is no detrimental impact to other students of our policy implementation.

We recognise the importance of quality first teaching and will focus on this to ensure that all students have access to excellent teaching, in every lesson, every day. This has the been proven to have the most significant impact on closing the disadvantaged attainment gap but will also benefit other students.

To ensure a successful strategy we will:

- *assess the specific needs of our disadvantaged students.*
- *make disadvantaged students a focus in all aspects of the school life.*
- *Provide intervention where it is need quickly and appropriately.*

### Challenges:

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

Challenge number	Detail of challenge
1	Lower attainment compared to other students at KS4 has been evident over recent years. Although this cohort of students perform well compared to other students nationally, there is still an in-school 'gap' in attainment.
2	Evaluation and analysis have identified that lower aspirations, engagement in learning and access to wider opportunities has impacted on this cohort of students.

3	Disadvantaged students have less access to IT to support revision, homework and access to curriculum in school.
4	<p>Impact of poor behaviour on progress and attainment is higher for disadvantaged students compared to other students.</p> <p>Disadvantaged students have had higher exclusion rates than other students over the last three academic years. In 2020-21 the exclusion rate for this cohort of students was 19% compared with 3% for other students. 13% of this cohort of students have received an exclusion compared with 3.4% of other students.</p> <p>Disadvantaged students are more likely to receive a negative event than other students. In 2020-21, 53% of this cohort received more than the average number of negative points when compared with other students.</p>
5	<p>Disadvantaged students are generally impacted more significantly by lower attendance than that of their peers. In 2020-21 attendance of this cohort was 4.2% lower than other students.</p> <p>49% of this cohort had attendance that was lower than the average attendance of other students.</p>
6	Students who are disadvantaged have lower literacy levels which impact upon their ability to access the curriculum and subsequently, their attainment.

## 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
Improved attainment of disadvantaged students at the end of KS4.	<p>Continued sustained improvement in outcomes of disadvantaged students for the next three years to 2024/25:</p> <ul style="list-style-type: none"> <li>• Average attainment 8 score of disadvantaged students is above the national average of other students within this cohort and in line with other students nationally.</li> <li>• Year on year improvement in attainment 8 score.</li> <li>• Average progress score of +0.</li> </ul>

<p>Disadvantaged students have high aspirations, engage in their own learning and access wider opportunities available in school.</p>	<p>Improved aspirations, engagement and access to wider opportunities by 2024/25:</p> <ul style="list-style-type: none"> <li>• Every disadvantaged student takes part in at least one extra-curricular activity each year.</li> <li>• Student voice indicates an improvement in attitude towards school.</li> <li>• NEET figures reduce for this cohort of students through a quality careers education programme.</li> <li>• All disadvantaged students access high quality careers advice.</li> <li>• Increased engagement with parents of disadvantaged students indicated by parent voice return and parent forum attendance.</li> <li>• Disadvantaged students have high homework completion rates in line with other students.</li> </ul>
<p>All students access high quality education from home and IT is used systematically to improve teaching and learning.</p>	<p>We will ensure that all students are able to access homework and revision when at home:</p> <ul style="list-style-type: none"> <li>• All students have access to a 'device' to access homework evidenced through student/parent voice.</li> <li>• All students have adequate access to the internet.</li> <li>• Use of Chromebooks embedded into curriculum and quality assurance indicates positive impact on progress.</li> </ul>
<p>Behaviour of disadvantaged students is excellent.</p>	<p>Sustained improvement in behaviour of disadvantaged students by 2023/24:</p> <ul style="list-style-type: none"> <li>• Fixed term exclusion rates for disadvantaged students reduce year on year and are in line with other students.</li> <li>• Negative events logged for disadvantaged students reduces year on year and in line with other students.</li> </ul>

	<ul style="list-style-type: none"> <li>• INSPIRE points awarded to disadvantaged students increases year on year and in line with other students.</li> <li>• Teacher voice suggests that disadvantaged students self-regulate their own behaviour.</li> </ul>
Disadvantaged students have good attendance.	<p>Sustained high attendance of disadvantaged students by 2024/25:</p> <ul style="list-style-type: none"> <li>• Reduce the rate of persistent absence to below 13.9% for disadvantaged students in line with national average.</li> <li>• Attendance of disadvantaged students improves to above the national average of 94.4%</li> </ul>
Disadvantaged students are able to access the full curriculum due to good literacy.	<p>Improved literacy of disadvantaged students by 2024/25:</p> <ul style="list-style-type: none"> <li>• Improved reading comprehension scores for students in KS3 each year and a lower 'gap' with other students.</li> <li>• All students in yr7-10 engage in DEAR each day.</li> </ul>

## 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: £6,387

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Focus on the improvement of quality first teaching.</i></p> <p><i>Staff CPD to focus on continued refinement of quality of instruction through use of WalkThru materials.</i></p> <p><i>Develop systems to identify and implement intervention where appropriate.</i></p> <p><i>Use of PIXL membership to support quality of teaching and appropriate interventions.</i></p> <p><i>Teach meta-cognition and self-regulation to all students with a focus on disadvantaged students. This will include training for all staff.</i></p>	<p>Quality first teaching is at the heart of our strategy to improve outcomes for disadvantaged students.</p> <p>Our internal CPD package provides a range of training opportunities for all staff to improve their practise. This programme has been influenced by the EEF toolkit.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><i>This strategy ceased in 2022-23</i></p> <p>Impact of metacognition and self-regulation is high.: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 3, 4, 5</p>

<p><i>To ensure that access to online learning activities for homework or in the classroom, is equal between disadvantaged students and other students.</i></p> <p><i>Develop the use of Chromebooks within the classroom.</i></p> <p><i>Staff training on the successful use of Chromebooks to support high quality teaching.</i></p> <p><i>Chromebooks have been offered at a subsidised rate for disadvantaged students and at no cost where necessary.</i></p> <p><b>Homework club to implemented</b></p>	<p>Disadvantaged students did not engage in online learning as well as their peers. We focussed on ensuring there was not a physical barrier to accessing remote learning by ensuring all students had a device to work on and internet access. Our experience within our context has been supported nationally as reported by the Nuffield Foundation: <a href="https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning">https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning</a></p> <p>Our focus will continue to be to ensure that all students engage in remote learning where necessary, with a particular focus on disadvantaged students.</p> <p>We will focus on embedding the use of IT within the classroom to improve teaching and learning: <a href="#">Using digital technology to improve teaching</a> (EEF)</p> <p>Added 2022-23</p>	1, 2
<p><i>A whole school approach to improving literacy focusing on comprehension and disciplinary literacy.</i></p> <p><i>Funding of staff CPD and whole school training.</i></p> <p><i>Accelerated reader programme to support students to meet age related</i></p>	<p>The EEF guidance will be used to support this focus area: <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p> <p>Reading and comprehension have been heavily linked with attainment in Maths and English: <a href="https://www.oup.com.cn/test/word-gap.pdf">https://www.oup.com.cn/test/word-gap.pdf</a></p> <p>The Accelerated Reader programme has been purchased to support improved reading comprehension. The EEF states that this provides high impact for low cost (+6 months): <a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a></p>	1, 6

<p><i>expectation where there is a need.</i></p> <p><i>DEAR programme embedded across the school.</i></p> <p><i>Focus in improving disciplinary literacy across the curriculum.</i></p> <p><i>No more marking programme staff training.</i></p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	
<p><i>To embed systems so that high quality feedback is given consistently in every subject</i></p>	<p>Providing high quality feedback is an important part of our strategy to support the continued focus on improving teaching and learning. Feedback provides high impact for low cost:</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1</p>

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

Budgeted cost: £ 133,466.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>National Tutoring Programme used to support students whose education has been most impacted by the pandemic. Students will be selected based on how they have been impacted by the pandemic and</i></p>	<p>We will use our internal data to identify students who have been most impacted by the pandemic and will focus support on these students. A significant number of these students will be disadvantaged students. This is an effective method to improve progress:</p> <p><i>One to one tuition (+5 months)</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2</p>



<i>the level of disadvantage.</i>		
<i>Peer mentoring programme.</i>  <i>Key staff given time to participate in full training and embed system in school.</i>	Peer tutoring can have high impact for low cost (+5 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/peer-tutoring</a>	1,
<i>Utilising the Accelerated Reader programme where students are not meeting age related expectations for literacy.</i>	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: <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a>	6

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

Budgeted cost: £84,084.70

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
<i>Intensive Mentoring/Behaviour mentoring to support improved behaviour of all students with a particular focus on disadvantaged students.</i>	Behaviour interventions (+4mnths) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>  To include mentoring (+2 months):  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	4
<i>Increased number of days that students have access to a School counsellor to support student mental health and well-being.</i>	<a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a>  Social and emotional learning (+4 months) <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2, 4, 5

<p><i>This will include 1-1 counselling sessions and small group work to focus on anxiety and emotional well-being.</i></p>		
<p><i>Cost of living support</i></p>	<p>Targeted homework clubs and support with cost of living to include:</p> <ul style="list-style-type: none"> <li>- Breakfast club</li> <li>- Support with purchase of uniform</li> <li>- Homework club</li> </ul>	<p>All</p>
<p><i>Contingency fund for specific needs to support students in accessing school on a daily basis or extra-curricular activities.</i></p>	<p>This will ring-fence a small amount of the funding to provide specific support for students where there is a need that has not already been recognised.</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>All</p>
<p><i>Attendance strategies to improve attendance of disadvantaged students to be embedded.</i></p> <p><i>Staff training will be delivered to support a whole school approach.</i></p> <p><i>Attendance Officer continues in post to promote excellent attendance.</i></p>	<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice to support improved attendance led by the school Attendance Officer.</p>	<p>5</p>
<p><i>All students to access extra-curricular activities to ensure they have been exposed to a range of experiences in support of developing cultural capital.</i></p>	<p>Internal data indicates that disadvantaged students are less likely to participate in the school enrichment programme.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</a></p>	<p>2, 4, 5</p>
<p><i>Ensure a positive start to the day by continuing the Breakfast Club provision.</i></p>	<p>All students are invited to join the Breakfast Club each day with a specific focus on targeting disadvantaged students.</p>	<p>1, 5</p>

	<a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast</a>	
<i>To provide excellent careers guidance for all students, with a focus on disadvantaged students.</i>	<p>In our context, disadvantaged students are less likely to know what career they would like to pursue when they leave school. Our careers programme is important to support disadvantaged students in raising aspirations.</p> <p>National research indicates that careers education is important to all students:</p> <p><a href="https://www.gov.uk/government/publications/ofsted-annual-report-201819-education-childrens-services-and-skills">https://www.gov.uk/government/publications/ofsted-annual-report-201819-education-childrens-services-and-skills</a></p> <p><a href="https://educationinspection.blog.gov.uk/2020/03/06/careers-education-a-mixed-picture/">https://educationinspection.blog.gov.uk/2020/03/06/careers-education-a-mixed-picture/</a></p>	1, 2

**Total budgeted cost: £ 223,938.60**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes:

This details the impact that our Pupil Premium activity has had on students in the 2021 to 2022 academic year.

It is important to note the uneven impact of the pandemic on GCSE results and therefore the DFE have suggested that care is taken when comparing results of previous years. It is important to analyse the GCSE results from this year and identify where 'gaps' may have occurred. There were 30 disadvantaged students (those who qualified for the Pupil Premium) who sat exams in the summer 2022 exam series. The GCSE exam results indicate that there continues to be a gap between disadvantaged students and other students. It was pleasing to note that 40% of this cohort of students achieved a grade 4 in both English and maths (compared to 73% of other students). 16% of disadvantaged achieved a grade 5+ in both English and maths. Disadvantaged students achieved a progress score of -0.74 in comparison to other students who achieved a score of +0.8. Progress in English was stronger for disadvantaged students than maths (Disadvantaged students achieved a progress score of -0.37 in English compared to -0.79 in maths). Almost half of all disadvantaged students achieved a grade 4 in maths (46%) and 60% achieved a grade 4 in English. We will continue to focus on small group English and maths tutoring with this cohort of students. Of the students who chose to study the Science Trilogy course, 50% achieved a grade 4 + and 35% achieved a grade 5+.

Homework will continue to be a focus this year and we will create a homework club that will run every night after school. We will focus on attracting disadvantaged students to attend at least once per week to support homework completion to a good standard.

There has been a negative impact on behaviour, well-being and the mental health of students post pandemic. This was more evident in disadvantaged students where exclusion rates were higher than for other students within our school at 23% (FTE). It is important to note that 87% of disadvantaged students did not receive a Fixed Term Exclusion. We will continue to support positive student behaviour, mental health and well-being through behaviour and pastoral strategies and the funding of a school counsellor.

Attendance continues to be lower nationally for all students post pandemic. Attendance of disadvantaged students was 89.7% which was lower than other students. This was reflected nationally. It was positive to note that 58% of the disadvantaged cohort had attendance that was higher than the average attendance of other students and 34% missed less than two days of school.

Attendance will continue to be a significant priority for the following three-year plan.

All students now have 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.

A full range of extra-curricular activities are offered to all students. Most of the extra-curricular activities offered do not incur a financial cost and are well attended. We continue to encourage disadvantaged students to take part in at least one extra-curricular activity each week. We will continue this focus into 2022-23. Where there is a financial cost to an extra-curricular activity which may present a barrier to attendance, we offer financial support so that disadvantaged students can attend.

Every disadvantaged student in yr11 receives 1-1 careers advice as well as a programme of careers information and wider advice throughout their time at school.

## Service Pupil Premium

We are committed to providing excellent pastoral care for all of our students but recognise that students in receipt of the Service Pupil Premium may require some additional pastoral support.

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Student Support mentor (salary part-funded) to provide specific pastoral support where required.</p> <p>School counsellor (salary part-funded) to support mental well-being of service children</p> <p>Use of attendance officer to promote regular attendance in school</p> <p>Progress Leader (salary part-funded) to ensure academic progress and pastoral interventions are co-ordinated.</p> <p>Other specific pastoral interventions that are required for specific students.</p>