

Alleyne's Academy: Pupil Premium Strategy Statement (3 Year Plan)

1. Summary information					
School	Alleyne's Academy				
Academic Year	2020/2021 (3 years)	Total PP budget	£110,000	Date of most recent PP Review/Ofsted Inspection	December 2019
Total number of pupils	691 on Roll (Year 9-11)	Number of pupils eligible for PP	109 (16%)	Date for next internal review of this strategy	July 2021

2. Current attainment		
	<i>Pupils eligible for PP (Alleyne's Academy)</i>	<i>Pupils not eligible for PP (national data from DfE)</i>
% achieving 9-4 in English and Maths (2019)	54.8%	64%
% achieving 9-5 in English and Maths (2019)	35.5%	50.0%
Progress 8 score average	-0.11	0.13
Attainment 8 score average	43.84	50.15

3. Barriers to future attainment (for pupils eligible for PP including high ability)	
Academic barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Low Levels of Numeracy and Literacy skills obtained at KS2 prevents Pupil Premium students from making the required progress.
B.	Boys' Pupil Premium Progress – in particular in English and Languages.
C.	Some Pupil Premium students require additional support and guidance (particularly with exam preparations and career pathways) due to a lack of support by parents/carers.
Additional barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
D.	Attendance rates for Pupil Premium students is considerably less than non-PP students.
4. Intended Outcomes	
	<i>Desired outcomes and how they will be measured</i>
	<i>Success criteria</i>

A.	Ensure that Pupil Premium outcomes in English and Languages in particular are at least in line with expected progress (improving at the very least) when compared to non-PP outcomes.	PP attainment in English and Languages at least in line with non PP students. Improved attitude to learning grades by PP students in English and Languages.
B.	Improved rates of attainment (grades 9-4) particularly for the High Prior Attainment Pupil Premium students (with a particular focus on boys).	To increase the attainment 8 figure for this particular cohort by at least 5%.
C.	Raise the aspirations and engagement in lessons for the Pupil Premium students with a particular focus on their career aspirations.	All PP students to receive careers guidance. An increased involvement with external educational providers such as Newcastle-under-Lyme College so that PP students can experience courses which they are interested in post 16.
D.	Increased attendance rates for the PP students.	A minimum of 4% increase in attendance of Pupil Premium students.
E.	Increase self-esteem amongst the Pupil Premium cohort by focusing on their personal wellbeing because this impacts on their attitude to learning and subsequent attainment.	Students to access the councillor or 'in-house' mental health support network (Hope Project)

5. Planned expenditure

Academic year	2020-21
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The three headings below enable schools to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i. Quality of teaching for all

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A - Ensure that Pupil Premium outcomes in English and Languages in particular are at least in line with expected progress (improving at the very least) when compared to non-PP outcomes	To raise aspiration and progress through challenge with Quality First Teaching a priority throughout the school. CPD sessions to focus on strategies which can be adopted by all staff to help raise PP students' attainment. Additional member of staff has resulted in split classes to enable greater focus.	Staff feedback indicates a willingness to use meeting time for CPD with Pupil Premium Learning Mentors sharing best practice. To improve the accountability for the work undertaken with Pupil Premium students.	CPD outcomes reported to governors in the governor's report and meetings with PP link governor. Lesson Observation and Learning Walks by SLT & HoDs to have Pupil Premium focus. This will be discussed at Line Management meetings. School Improvement Plan to include focus on Pupil Premium with a particular emphasis on boys. Provide additional support (tuition) if required, due to the impact of Covid-19.	TT (Deputy head)	July 2021
B - Improved rates of attainment (grades 9-4) particularly for the High Prior Attainment Pupil Premium students (with a particular focus on boys).	PP Learning Mentors (PPLM) to liaise with subject staff to ensure that correct revision resources and equipment (pens, calculator, ruler etc.) are given to all PP students. The use of SISRA to identify underachieving students	PP students can engage in all lessons with the correct revision guides and resources. Essential that all PP students can access examination material prior to the exams. Boys PP in particular needs extra guidance and support.	PPLM to liaise will all subject staff to ensure that the information/resources are discreetly given out to all PP students. Evidence through PPLM meetings with Deputy Head to ensure that monitoring is becoming more accurate with less variation in data.	TT (Deputy head)	July 2021
C - Raise the aspirations and engagement in lessons for the Pupil Premium students with a particular focus on their career aspirations.	PP Learning Mentors to work closely with the PP students and their respective subject staff so that students are fully engaged in all lessons. Careers guidance to include closer relationship with other educational providers.	Greater communication with teachers and increased participation during lessons which will help the students to be more positive during examinations. (This will be linked with the Alleyne's Skills for Life). Providing clear career guidance increases aspirations and supports students in wanting to progress further.	PP mentors delivering CPD session will help to raise awareness and allow for sharing of best practice. PSHE Co-ordinator will ensure link with Alleyne's Skills for Life through delivery of PSHE lessons. Assembly time (through Microsoft Teams) will also be utilised due to restrictions.	TT/PPLM/NH	July 2021

D - Increased Pupil Premium attendance rates from 87% to 93%. Improvement of persistent absentees is also a key priority.	CBY to work closely with EWO so that all PP students are monitored with regards to their attendance. EWO to increase the amount of attendance clinics with PP students and their parents/carers.	The attainment of these students cannot be improved if they do not attend school. Addressing the attendance is also a key priority for the school. The persistent absentee's % is currently extremely high and therefore needs particular focus.	The EWO will be briefed on a weekly basis on the students most at risk. PP Learning Mentor also to monitor attendance and liaise with CBY. Same day calls for targeted students. Liaison with tutors also a priority. The impact of Covid-19 will have to be taken into consideration (self-isolation) when analysing attendance figures.	CBY/EWO	July 2021
E - Increase self-esteem amongst the PP cohort by focusing on their personal wellbeing because this impacts on their attitude to learning and subsequent attainment.	CBY to work closely with the PP Learning Mentors in order to identify those students that would benefit from either counselling or life skills support. CBY to liaise with The Hope Project lead to facilitate this support.	Increasing student self-esteem will also help to increase their confidence. This will have a positive impact not only on their studies but also result in an increased uptake in extra-curricular activities.	CBY to meet with PP mentors and the Hope Project staff lead. Constant review of programme supported by subject staff. Staff to have increased hours due to the impact of Covid-19 on the mental health of students.	CBY/PPLM/TT	July 2021

Total budgeted cost **£ 77,000**

ii. Targeted support

Desired outcome	Chosen action/approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
A, B, C	Increase the support of teaching assistants in English and implement targeted additional intervention to provide support for Pupil Premium students. Early identification of underachievers in French and Spanish. Targeted support available including additional work set via Sam Learning.	We want to offer high quality teaching to those PP students in order to improve their grades. Teacher Assistants in English to be proactive and support PP students, particularly in English Literature. By improving their English skill set, this will be beneficial to all subjects. This cross-curricular approach is important, particularly in the run up to the examinations. Head of English Faculty to support and tutor students in form time.	Line Management meetings will focus on the progress of PP students and lesson observation will support this process. Data on SISRA will identify those additional students in need of extra support. All staff to have PP focus when analysing and evaluating groups. Time is allocated in CPD meetings to discuss intervention with, and the impact of this on disadvantaged students.	AG/VDU/TT	July 2021

C, E	Teaching and Support staff to annotate the Progression Planning templates which will help their understanding of the individual. All Year 11 PP to have priority when booking careers appointments. Greater involvement with external educational providers so that students can taste a variety of courses on offer.	By having a clear vision of potential opportunities, PP students can make informed choices about the route ahead. Aim is to increase motivation and engagement in the curriculum through additional support. The intention is to inspire the students and assist them in their choices post 16.	MJ the Careers and Information Guidance lead will report back to SLT and also work closely with PPLMs. Improve links with college's so that all students are well informed about A-Levels, Vocational courses and apprenticeship opportunities (this may be restricted due to Covid-19). Teachers annotate Pupil Progress templates.	MJ/PPLM	July 2021
D	Continue to focus on increasing the attendance of Pupil Premium students so that students are in lessons, focused and ready to learn.	To reduce the current gap in attendance between PP and non-PP students. An increase in attendance will have a significant impact on the progress of the PP cohort.	CBY to have regular meetings with EWO and to contact parents/carers as a matter of urgency. EWO to increase the amount of attendance meetings in order to inform parents/carers of their child's attendance. . The impact of Covid-19 will have to be taken into consideration (self-isolation) when analysing attendance figures	CBY/PPLM/EWO	July 2021

Total budgeted cost

£ 12,000

iii. Other Approaches

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Continue to increase in the extra-curricular opportunities available to PP students both within and outside of the school. To increase a student's 'cultural capital'	School to use PP funding to help fund additional music tuition, educational trips or further college courses which will help to inspire the individual. To encourage and help support PP students to enrol on the Duke of Edinburgh Programme.	Our experience with a number of current PP students is that engagement in music or educational trips has transformed their self-belief, confidence and engagement. Our aim is to enable many more children to find enjoyment and success at school outside of the main curriculum areas which will then translate to improvements in those main curriculum areas.	Monitor attendance of after school clubs, attendance at house activities and try and keep a track on their interests and hobbies outside of school. Proportional representation (2020/21 is 16%) in all school activities including trips, English/maths club, election of prefects, anti-bullying ambassadors etc.	TT/PF/CW/CN	July 2021

Ensure that all PP students are fully prepared for school, with reference to school uniform, subject resources and equipment. Breakfast club open to all PP students.	Parents are suitably informed that assistance is given with respect to uniform and equipment. Each student is considered on an individual basis with the Assistant Headteacher making contact where necessary. Breakfast for all PP students will help with their concentration levels.	By providing the PP students with the correct uniform they will feel much more part of the school which will help to have a sense of belonging. By providing them with the resources and equipment necessary, the students will be able to complete work to a higher level, thus improving their self-esteem.	Head of Pastoral Support teachers will ensure (with liaison the TT) that all students are cared for in this way. Tracking of the finance will be monitored by AL and TT.	TT / PPLM	July 2021
Behavioural issues for Year 9/10 & 11 PP students improves with an improvement in ATL grades	Identify several behavioural strategies for certain students. This is supported by behaviour policy which is very much designed to get the students engaging again in the lesson.	Improved behaviour will ensure that all PP students are engaged and motivated in class. This will help to support their overall learning and allow them to achieve or even exceed their true potential.	Engaging with parents is also important and an individual reward system devised so that small steps can be taken. A structured behavioural system in school with provide the PP students with the support and structure they need.	TT/PPLM	July 2021
Ensure that those PP students who do not have access to a computer are provided with a suitable device.	To identify those students that cannot access the internet at home so that provision can be made for them to receive a laptop/i-pad supplied by the DfE due to the Covid-19 pandemic.	To enable the students to work more independently and therefore access homework and other educational resources from home.	To liaise with parents and ensure that the students are using the technology correctly. To provide students with the software so that they can work more independently.	TT	July 2021
			Total budgeted cost	£ 21,000	

6. Review of expenditure

Previous Academic Year		2019-20		
i. Quality of teaching for all				
Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Teaching moves further towards Outstanding and therefore better able to meet the individualised needs of PP pupils.	Selection of Staff Meetings to have a teaching and learning focus, led by the T+L lead (RF). CPD to have a Pupil Premium focus. Particular focus on differentiated STAR marking for PP students and other strategies.	<p>Average Total Progress 8 PP = -0.11 (National is -0.4) Non PP is 0.69.</p> <p>Average Total Attainment 8 PP = 43.26 Non PP is 54.42</p> <p>% PP achieving 4+ in English and Maths = 54.8% (Non PP is 78%)</p> <p>% PP achieving 4+ in English Language = 68% (Non PP is 89%)</p> <p>% PP achieving 4+ in Maths = 68% (Non PP is 83%)</p>	<p>We will continue to focus on the Quality First Teaching and develop this further during CPD opportunities in 2020/21.</p> <p>Differentiated STAR assessment will be a particular focus for teachers and this will be embedded in the assessment cycle. Whole school training (CPD) will continue to create opportunities for staff to share good practice. Pupil Premium Mentors to lead the training.</p>	None
All PP students to have access to appropriate learning and revision resources for all subjects including core and optional.	PP Learning Mentors (PPLM) to liaise with subject staff to ensure that correct revision resources and equipment (pens, calculator, ruler etc.) are given to all PP students.	All Pupil Premium students were provided with the correct revision resources from each department. This included revision books, English literature text books and stationary (calculator, pens, ruler etc...)	Parental engagement during revision time will be a particular area of focus so that PP students not only have access to revision resources but also parents/carers are acutely aware of the importance of their son/daughter attending lessons and extra-curricular revision clubs. Registers for extra-curricular clubs will be taken and shared on the T drive so that mentors can track attendance. PP students to be provided with a laptop so that they can access the internet (learning resources) from home.	£12,000

Improved pupil outcomes for PP pupils in Year 11 (close the gap)	Pupil Premium Learning Mentors to work closely with the PP students in order to ensure that they are on track. Respective HoDs to ensure Quality First Teaching and to ensure that intervention strategies are reviewed.	We need to continue to focus on the quality of teaching provision across all departments. CPD in 2020/21 reflects the areas to further develop. Quality First Teaching strategies have been identified (RADY Project initiatives) and staff will continue to make these a priority.	We will continue to embed best practice in all lessons with regards to strategies identified in CPD sessions, these will continue to be fine-tuned where necessary.	£12,800
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ii. Targeted support

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Maths: A reduction in the attainment gap for PP compared to non-PP students between Autumn 1 2019 and Spring 1 2020. (Monitoring data from SISRA)	Maths specialist to provide extra support to PP students in the run up to the exams. This will take the form of 1-2-1 tuition and group sessions.	% PP achieving 4+ in Maths = 68% / Non PP = 83% % of girls PP achieving 4+ in Maths = 71% / Non PP = 87% % of boys PP achieving 4+ in Maths = 65% Non PP = 86%	There continues to be a gap between PP and Non PP with the gap. Strategies employed in 2019/20 to be reviewed/modified. One to one tuition to be continued but made more of a priority with support from the class teacher where possible. Additional Covid-19 tuition to be provided (if required) within school through the English and maths tutoring programme.	£22,000
English Language: 70% of pupil premium students to achieve a grade 9-4 in the summer 2021 exams.	On a rotational basis, students receive two 20 minutes slots a week during afternoon registration. Work from sessions collated and monitored by teacher responsible for PP students across the department. PP Learning Mentor to continue to track individual students.	86% of girls PP achieving 4+ in English Language Non PP = 94% 65% of boys PP achieving 4+ in English Language Non PP = 88%	This strategy will continue for the next academic year. Early identification of those PP students in need of extra support to be a priority.	£19,000

Improving the esteem and confidence levels of PP students in order to create a positive mind-set	Support the PP students with tuition sessions on well-being and mental health/dealing with stress etc.	Although there was a slight increase in the number of PP students having an appointment with the Counsellor, this certainly was viewed as a positive by the AHT responsible. Students were well supported and many sessions delivered by specialist staff in order to help them cope with the stress of exams etc...	The new Connect Programme (PSHE) has been created with a lead teacher developing new resources. These sessions are delivered by the Tutor three times a week with PSHE Lead supporting. Additional topics and support packages have been included to enable the students to better cope with the demands of school life. Additional support, if needed is offered through the Counsellor Service or the Hope Project.	£8,500
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iii. Other approaches

Desired outcome	Chosen action/approach	Estimated impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned (and whether you will continue with this approach)	Cost
Increase in the extra-curricular opportunities available to PP students both within and outside of the school. High achieving PP students to be encouraged to attend Allevne's Sixth Form.	School to use PP funding to help fund additional music tuition, educational trips or further college courses which will help to inspire the individual.	Additional support was given to help support students both inside and outside of school. PP students were given the opportunity to attend college days, organised specifically in subjects that they were interested in.	We will continue our link with Newcastle Under Lyme College and Stafford College so that we can send students on courses that they are interested in doing once they leave school.	£15,000
Increased Pupil Premium attendance rates from 80% to 90%. Improvement of persistent absentees is also a key priority.	CBY to work closely with EWO so that all PP students are monitored with regards to their attendance.	Pupil Premium attendance rates 2019/20: Year 9 – 89.7% Year 10 – 90.3% Year 11 – 80% Before the Covid-19 pandemic the whole school Pupil Premium attendance was 87%.	Attendance is still a concern and strategies are in place to address this. EWO to work more closely with the attendance officer in school.	£8,000

<p>Behavioural issues for Year 9/10 & 11 PP students improves with an improvement in ATL grades</p>	<p>Identify several behavioural strategies for certain students.</p>	<p><i>Autumn 1 – Attitude to Learning grades</i></p> <p>Year 9 ATL – 92% of students (33/36) had either a Good or Outstanding ATL</p> <p>Year 10 ATL – 88% of students (36/41) had either a Good or Outstanding ATL</p> <p>Year 11 ATL – 93% (28/30) had either a Good or Outstanding ATL</p>	<p>Further behaviour interventions to be investigated whilst a new pastoral structure will help to engage the students and parents in the process. Pupil Premium Mentors will also be Assistant Head of Pastoral Support so that they can have greater engagement with students and parents/carers.</p>	<p>£11,500</p>
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