

Alleyne's Academy: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the 2023 to 2024 academic year 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Alleyne's Academy
Number of pupils in school	884 students
Proportion (%) of pupil premium eligible pupils	16.4% (145 students)
Academic year/years that our current pupil premium strategy plan covers	2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Karen Lockett (HT)
Pupil premium lead	Craig Bailey (DHT)
Governor lead	Victoria Leigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£116,955
Recovery premium funding allocation this academic year	£32,568
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£149,523

Part A: Pupil premium strategy plan

Statement of intent

Our intention at Alleyne's is to nurture independent learners and ensure that all students, irrespective of their background or the challenges they face, are supported to make good progress and achieve our high aspirations for them across the curriculum.

The focus of our Pupil Premium (PP) strategy is to support disadvantaged students to achieve that goal and at least equal others' attainment nationally. 'Narrowing the Gap' is a key priority in this year's SIP for both attainment and attendance. An area identified for improvement for our disadvantaged students is Maths and English performance, particularly for those with high ability. This plan supports that ambition. We will also consider the challenges and barriers to learning faced by vulnerable students, including those who have a social worker, young carers, those involved with the probation service, and others whose families do not meet PP criteria but who are struggling with the cost-of-living crisis. This plan is also intended to support their needs, regardless of whether or not they are eligible for FSM.

High-quality teaching, learning and assessment is a whole school focus because: "The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils" (EEF). This approach will sustain and improve outcomes for all students in the school as well as helping to close the disadvantage attainment gap. In the plan below, we have also identified specific areas in which we will focus high quality teaching and careers support for disadvantaged students, again in line with SIP priorities.

Targeted support is central to Alleyne's broader education recovery plans. Maths and English clubs are in place for students who will benefit from this additional focus (including disadvantaged students), and the school will also be utilising the National Tutoring Programme. November exams will identify those students who will most benefit from targeted support and small group tuition, and regular assessment will ensure that interventions are monitored and adjusted for effectiveness.

Social and emotional learning continues to be important for all students. This will be provided by universal programmes such as Connect but also through a growing programme of in-house mental health and wellbeing support. This includes the Hope Project, engagement with other external support agencies, peer support and mentoring opportunities, and a trauma informed therapeutic boxing intervention – at its launch targeting students who would benefit from support around behaviour but now rolling out further to engage vulnerable students. Alleyne's has also allocated funding to a dedicated Pastoral Support worker. Parent and carer outreach from our year group Learning Mentors and our in-house Educational Welfare officer remains a core focus.

Our Learning Mentors not only provide one-to-one support for students to assist them right the way through from transition to the next steps on their career pathway, but also provide CPD opportunities to colleagues in order to identify and discuss strategies which can be adopted to help raise disadvantaged students' attainment. This ensures Alleyne's has a whole school

approach in which all staff are invested in having high aspirations for disadvantaged students' outcomes and their longer-term ambitions.

Challenges

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

Challenge number	Detail of challenge
1	Lower levels of Numeracy and Literacy skills obtained at KS2.
2	Boys' progress – in particular in English and Maths.
3	Support and guidance, particularly with exam preparations, access arrangements and career pathways, as it can be difficult for parents/carers to provide this.
4	Wider knowledge gaps as a direct result of Covid-19.
5	Social and emotional wellbeing, again bearing in mind the impact of Covid-19 and pressure on families from the cost-of-living crisis.
6	Attendance rates for PP students lower than non-PP students.

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
Teachers identify gaps in students' knowledge and understanding and deliver the curriculum to help disadvantaged students make good progress. Curriculum plans and teacher planning reflect the identified gaps with effective assessment providing evidence of student progress.	<ul style="list-style-type: none"> PP students make expected or better progress across all subjects. Decrease in gap between PP and non-PP students' progress. Individual support and the move from a 3-year to a 2-year KS4 means PP students make informed KS4 options choices.
PP students' outcomes in English and Maths in particular are at least in line with non-PP students' outcomes.	<ul style="list-style-type: none"> PP attainment in English and Maths at least in line with non-PP students.
Improved rates of attainment (grades 9-5) particularly for the High Prior Attainment PP students (with a particular focus on boys).	<ul style="list-style-type: none"> To increase the attainment 8 figure for this particular cohort in line with non-PP students.
Raised aspirations and engagement for PP students with a particular focus on their career aspirations.	<ul style="list-style-type: none"> All PP students receive one-to-one careers guidance and benefit from individual careers action plans. Increased engagement in enrichment/extra-curricular activities.

Increased attendance rates for the PP students and reduced persistent absence.	<ul style="list-style-type: none"> PP students' attendance to be in line with non-PP national averages.
Improved communication with parents/carers.	<ul style="list-style-type: none"> Improved attendance (as above). Improved behaviour and wellbeing outcomes.
Good self-esteem and social and emotional health amongst PP students.	<ul style="list-style-type: none"> Improved attitude to learning grades by PP students. Increased take-up of social, emotional and mental health support.

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: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Raise aspiration and progress through challenge with Quality First Teaching a whole school priority.</p> <p>Subject 'deep dives' to identify strategies which can be adopted by all staff to help raise PP students' attainment.</p>	<p>"The best available evidence indicates that great teaching is the most important lever schools have to improve outcomes for their pupils." (EEF, High quality teaching)</p> <p>At Alleyne's, evidence of impact is tracked through half-termly Heads of Department reports analysing PP students' progress and attainment.</p>	1,2,4
<p>Allocate additional experienced subject-specific staffing to English.</p>	<p>"Without identification of their reading needs and targeted additional teaching, pupils who arrive in secondary school as poor readers are likely to continue to struggle." (Ofsted, Supporting struggling readers in secondary school)</p> <p>At Alleyne's, it is intended that this additional teaching resource will have an impact in building students' skills and confidence across all their subject choices.</p>	1,2,4
<p>TLRs for PP Learning Mentors to advocate for PP students and work closely with them and their respective subject staff so that students are fully engaged in all lessons.</p>	<p>"Mentoring interventions are typically delivered over an extended period of time (often at least the length of a school year) in order to allow mentors and mentees to develop more lasting and trusting relationships" (EEF, Mentoring).</p>	1,2,3,4,5,6

PP CPD to be delivered by Learning Mentors to share best practice in Spring term.	At Alleyne's, evidence of effective impact will be tracked in improved attitude to learning grades by PP students.	
Staff trained in the use of SISRA to identify and track underachieving students and respond with effective interventions.	<p>"... as schools seek to maximise the progress their pupils make and look for innovative ways of doing so, performance data (particularly when complemented by rigorous and objective teacher assessment) can provide a very useful guide in assessing how effective these interventions are. Data also help with the basic requirement to ensure that all pupils benefit from the school's commitment to the highest levels of achievement for all." (Ofsted, Using data, improving schools)</p> <p>At Alleyne's, the impact of effective data analysis and intervention will be tracked through half-termly Heads of Department monitoring reports.</p>	1,2,4
Provision of GCSE Pod technology for all students to support high quality teaching.	<p>"A platform like GCSEPod has everything a student and a teacher could ask for in terms of videos, questions, exam papers, revision tips, promotional material but the main important feature is its usability which for an already disengaged student is paramount." (MAT Case Study, Access)</p> <p>At Alleyne's, tracking data within the technology will enable staff to analyse student engagement and inform assessment of educational impact.</p>	3

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

Budgeted cost: £25,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early identification of PP students struggling with transition and/or underachieving in Maths and English in Year 9. Interventions to support literacy, and numeracy.	<p>"Understanding what makes assessment effective for identifying gaps, and therefore helping pupils catch up, is especially important in the context of education recovery." (DfE, Education recovery in schools: Spring 2022)</p> <p>At Alleyne's, evidence through Mentors' analysis of student progress from transition across the academic year and through</p>	1, 2, 4

	Heads of Department half-termly monitoring reports.	
Increase teacher and teaching assistant support to implement targeted additional intervention and support for PP students across all year groups in English.	<p>“High quality teaching should reduce the need for extra support for all pupils. However, it is likely that some pupils will require additional support in the form of high quality, structured interventions to make progress, or to catch up with their peers.” (EEF, Selecting Interventions)</p> <p>At Alleyne’s, impact will be evidenced in PP students’ progress and attainment in English.</p>	1,2
National Tutoring Programme (NTP) tutoring to help students catch up on missed learning due to the pandemic	<p>“The stronger schools providing tutoring were using a range of information to prioritise pupils for tuition ... to identify the pupils who could benefit most from tuition.” (Ofsted, Independent review of tutoring in schools: phase 1 findings)</p> <p>At Alleyne’s, evidence will be gathered on the numbers of PP, vulnerable, and other identified students accessing and completing NTP opportunities, and the impact of this on progress.</p>	1, 2, 4
Bespoke revision programme, using Alleyne’s own staff, based on the individual needs of each student. All PP students to be provided with a revision book for each of their subjects to ensure they can work in line with individual study programmes.	<p>“Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons” (EEF, One to one tuition)</p> <p>At Alleyne’s, evidence of impact will be tracked through half-termly Heads of Department reports analysing PP students’ progress and attainment.</p>	3
<p>Careers guidance to include closer relationship with other educational providers and work places.</p> <p>Year 11 PP students to have priority when booking careers appointments and out-of-school visits.</p>	<p>“Excellent careers guidance makes sure there is equality of opportunity.” (DfE: Careers strategy: making the most of everyone’s skills and talents)</p> <p>At Alleyne’s, the effectiveness of careers guidance will be evidenced by all PP students going on to appropriate next steps (e.g. sixth form, college or work-based learning).</p>	3

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

Budgeted cost: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work closely with our own 'in-house' EWO to monitor PP students' attendance, liaise with parents/carers, have well-attended attendance clinics and carry out home visits.</p>	<p>"... schools and partners should work with pupils and parents to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place." (DfE, Working together to improve school attendance)</p> <p>At Alleyne's, significantly reduced persistent absence rates, and PP attendance rates in line with non-PP attendance will evidence the effectiveness of the approach.</p>	<p>5, 6</p>
<p>Identify students who would benefit from counselling and/or life skills support, work with the Hope Project and other external support and wellbeing agencies coming in to school, and engage vulnerable and PP students in the peer-led WHAM plan roll-out.</p>	<p>"More successful schools tended to have more extensive social and emotional support strategies in place." (DfE, Supporting the attainment of disadvantaged pupils)</p> <p>At Alleyne's, evidence of the Hope Project's impact can be seen in the Hope Project audit. Evidence of effectiveness this year will be in the number of PP and other students in need accessing and benefiting from the increased number of staff/external agency hours being allocated, and the effective roll-out and engagement of vulnerable and PP students in the WHAM Plan.</p>	<p>3,5</p>
<p>Identify students who would benefit from engaging with our trauma informed therapeutic boxing intervention.</p>	<p>"Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, 'What does this person need?' rather than 'What is wrong with this person?' (DoH&SC, Working definition of trauma-informed practice)</p> <p>At Alleyne's the impact of engaging with the boxing programme will be monitored through improvements in attendance and attitude to learning (ATL) data.</p>	<p>5,6</p>
<p>Increase enrichment and extra-curricular opportunities available to PP students both within and outside of the school.</p>	<p>"Our research shows too many young people from disadvantaged backgrounds never get the chance. As a result, they lose out on the benefits – increased confidence which helps social interaction, a real aspiration to go onto higher or further education, more soft skills and a sense of wellbeing and belonging."</p>	<p>3, 5, 6</p>

	<p>(Social Mobility Commission, An Unequal Playing Field)</p> <p>At Alleyne's, evidence that our enrichment programme is effective will be in ensuring proportional representation (or better) of PP students on school trips, clubs, extra-curricular activities and school appointments (e.g. prefects, anti-bullying ambassadors, etc.).</p>	
<p>Ensure parents are aware of school uniform and other PP support including Breakfast Club.</p> <p>PP Learning Mentors to liaise with subject staff to ensure that correct revision resources, equipment (pens, calculator, ruler etc.), and classroom materials (e.g. catering ingredients) are provided to all PP students.</p>	<p>"Having books, equipment, uniform etc." is a "protective factor" (DfE, Research to understand successful approaches to supporting the most academically able disadvantaged pupils)</p> <p>At Alleyne's, evidence supporting our approach will be in the number of PP students accessing breakfast club and all PP students having the resources they need.</p>	3, 5
<p>As appropriate, develop personalised pastoral support plans for individual students to improve behaviour and engagement.</p>	<p>"Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills." (EEF, Behaviour interventions)</p> <p>At Alleyne's, the impact of effective support plans will be evidenced in PP students' improved attitude to learning grades, and earning access to positive reward events.</p>	2, 5, 6
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have set a small amount of funding aside to enable us to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £150,000

NB: The school has added an additional £477 to support the provisions within the PP strategy.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

We have analysed the performance of Alleyne's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that we are making progress towards the goal that our disadvantaged students at least equal others' progress and attainment nationally, but we are not there yet. The improvement in both progress and attainment in 2023 suggests that, to do this, we need to further build on good strategies already in place.

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

At Alleyne's 30 PP students took KS4 GCSEs and BTECs this summer and our performance data is as follows:

	Alleyne's PP students 2022	Alleyne's PP students 2023	Non PP students at Alleyne's	Non PP students in Local Auth	Non PP students nationally
Progress 8¹	-0.36	-0.40	0.21	0.01	0.17
Attainment 8	3.7	4.0	5.2	4.7	5.0
4+ in Eng & Maths	50%	58%	77%	68%	73%
5+ in Eng & Maths	19%	42%	53%	45%	52%
Ave GCSE grade	3.7	4.0	5.2	4.7	5.0
Entering EBacc	10%	12%	16%	34%	43%
Ave EBacc score	3.04	3.31	4.35	4.05	4.43

¹ Progress 8: i.e. how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4.

² Attainment 8: i.e. a score based on how well pupils have performed in up to 8 qualifications.

The data underpins our decision for 'Narrowing the Gap' to be one of our key School Improvement Plan (SIP) priorities this year. Although there has been improvement, our 2023 results identify a continuing underperformance by PP students in Maths and

English, which this strategy seeks to address. As well as building on existing strategies that have been shown to have impact, the above data has also informed new strategies, such as providing additional specialist teaching for English and the investment in GCSE Pod to provide a new interactive route into learning.

This PP strategy also recognises the need to provide social and emotional support in response to students' individual needs. We have also drawn on school data and observations to assess these wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing. We continue to be proud of our PP students' attendance which averaged 85.3% over the academic year (non PP student attendance at Alleyne's was 92.2%), in line with the national PP average of 85.3%. We will continue to work closely with the parents and carers of PP students who are persistently absent and, again, we are pleased that persistent absence rates have continued to fall from 37.6% in 2021-/22 to 25% in 2022/23. We have also instituted new behaviour strategies around persistent lateness for the 2023/24 academic year and are embedding a new trauma-informed therapeutic intervention to support individual vulnerable students.

Based on all the information above, the performance of our disadvantaged pupils did not meet our aspirations but we are proud of our 2022/23 cohort who have all gone on to employment, further education, apprenticeship or other training. We are setting high expectations again this year for our disadvantaged students and will support them in every way we can – academically and pastorally – to achieve their very best.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Connect Wellbeing Curriculum	Connect PSHE
Duke of Edinburgh Award Scheme	Duke of Edinburgh Award Scheme
The Hope Project	The Burden Basket
SAM Learning	SAM Learning
SISRA Analytics	SISRA Analytics
GCSE Pod	The Access Group
CPOMS	CPOMS

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Stakeholder engagement: As well as our Student Council and Parent Forum, we are also buying into QDP to ensure that regular student, parent/carer and staff feedback can inform decision-making.
- Reallocating resource so that we now have a permanent Pastoral Support member of staff providing additional one-to-one support for pupils 4 days per week.
- Participating in the DfE Behaviour Hub programme to see how we can further improve our already good practice in providing the best environment for learning.
- Further developing our extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration with activities such as our boxing programme, The Duke of Edinburgh's Award, Young Enterprise, Young Engineer, The Buddy Scheme, Lego Therapy, The HOPE Programme, Emotional Coaching (Together We Make a Difference) - in which our disadvantaged pupils will be proactively encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we have evaluated what we felt worked well and not so well. The strategy above details for each activity how we monitor evidence of impact.

Our Pupil Premium lead is a member of both the Stone SEND and Inclusion HUB and a Stafford Schools SLT Working Group, so that we can collaborate with local schools and learn from one another's approaches. We also keep up to date with new Department for Education guidance, research and data, and research from the Education Endowment Foundation, Children's Commissioner, and other charities and research organisations to help us better understand and respond appropriately to the needs of disadvantaged children in our school.

Progress against this strategy will be closely monitored by Heads of Year and the Senior Leadership Team, and reviewed by our Governing Board. We consider this strategy to be a live document and, if necessary, will make adjustments over time to secure the best outcomes for our students.