

Alleyne's Academy: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the 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	736 on Roll (Years 9-11)
Proportion (%) of pupil premium eligible pupils	119 (17%)
Academic year/years that our current pupil premium strategy plan covers	2021/22 – 2024/25
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Karen Lockett (HT)
Pupil premium lead	Timothy Tweats (DHT)
Governor / Trustee lead	Victoria Leigh

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,384
Recovery premium funding allocation this academic year	£13,775
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	£113,160

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 strategy is to support disadvantaged students to achieve that goal and at least equal others' attainment nationally. An area identified for improvement in the school's SIP is GCSE performance for disadvantaged students, 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, and whose families do not meet PP criteria but who are struggling in the current economic climate. This plan is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 support for disadvantaged students, again in line with SIP priorities.

As part of Alleyne's broader education recovery programme, Maths and English tutoring is in place for students whose education has been worst affected by Covid-19, again including non-disadvantaged pupils. 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 will be important for all students this year. This will be provided by universal programmes such as Connect but also through in-house mental health support, as advocated by the Chair of the Education Select Committee in his report, *Lockdown, poverty and the disadvantage gap*.

Pupil Premium Learning Mentors not only provide one-to-one support for students but 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	Low Levels of Numeracy and Literacy skills obtained at KS2 prevents Pupil Premium students from making the required progress.
2	Boys' Pupil Premium Progress – in particular in English and Languages.
3	Some Pupil Premium students require additional support and guidance (particularly with exam preparations and career pathways) as parents/carers are unable, for a variety of reasons, to provide the support needed.
4	Gaps in knowledge as a direct result of Covid-19. Compared to other students, disadvantaged students make less progress in certain subjects.
5	Impact of school closures on students with little or no parental support which has often resulted in limited access to ICT and/or the internet.
6	Attendance rates for Pupil Premium students is considerably 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
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.	<ul style="list-style-type: none"> 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.
Improved rates of attainment (grades 9-4) particularly for the High Prior Attainment Pupil Premium students (with a particular focus on boys).	<ul style="list-style-type: none"> To increase the attainment 8 figure for this particular cohort by at least 5%.
Raise the aspirations and engagement in lessons for the Pupil Premium students with a particular focus on their career aspirations.	<ul style="list-style-type: none"> All PP students receive careers guidance. All PP students have taster sessions for courses in which they are interested in post-16 through increased involvement with external educational providers such as Newcastle-under-Lyme College.
Initially, teachers will identify gaps in students' knowledge and understanding. In addition, as a result of the amended recovery plans (please refer to individual subject DDPs) teachers deliver the curriculum to help disadvantaged students make good progress. The gap between PP and Non PP will close.	<ul style="list-style-type: none"> PP students make good progress. Curriculum plans and teacher planning reflect the identified gaps with books and key pieces of work (assessment opportunities) providing evidence of student progress.
To limit the impact of school closure on all students, in particular the PP cohort. Improved	<ul style="list-style-type: none"> PP students make improved progress because curriculum leaders are aware of

communication with parents/carers regarding additional support on offer and catch-up plan.	<p>where gaps have arisen and take appropriate action.</p> <ul style="list-style-type: none"> Improved parental/carers engagement.
Increased attendance rates for the PP students.	<ul style="list-style-type: none"> A minimum 4% increase in attendance of Pupil Premium students.
Increase self-esteem amongst the Pupil Premium cohort by focusing on their personal wellbeing.	<ul style="list-style-type: none"> Improved attitude to learning and subsequent attainment. Reduced stigma around mental health. Students know about and feel able to access the councillor or 'in-house' mental health support network (Hope Project).

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: £50, 500

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>CPD sessions to focus on strategies which can be adopted by all staff to help raise PP students' attainment.</p>	<p>"The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds." Microsoft Word - Teachers Impact report final.docx (suttontrust.com)</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	1,2,4,5
<p>Differentiated STAR assessment will be a particular focus for teachers and this will be embedded in the assessment cycle.</p>	<p>"Embedding formative assessment explicitly can be a key component of laying the foundations for effective feedback"</p> <p>Feedback EEF (educationendowmentfoundation.org.uk)</p> <p>Embedding Formative Assessment EEF (educationendowmentfoundation.org.uk)</p>	1,2,4
<p>Support the ECT (Early Career Teacher) by monitoring their performance and mentoring them with regards to teaching</p>	<p>All ECTs to complete training provided by Painsley Catholic College over a 2 year period. This programme will be supported by our own monitoring and mentoring provision within the Academy.</p>	1,2,3,4

and behavioural support strategies.	How to support Early Career Teachers www.theheadteacher.com	
PP Learning Mentors to work closely with the PP students and their respective subject staff so that students are fully engaged in all lessons.	Staff feedback indicates a willingness to use meeting time for CPD with Pupil Premium Learning Mentors sharing best practice. Improved accountability for the work undertaken with Pupil Premium students. “More successful schools identify the strengths of each member of staff and find the best ways to use them. They are quick to spot potential and ‘grow their own staff’.” Supporting the attainment of disadvantaged pupils (publishing.service.gov.uk)	1,2,3,4,5,6
The use of SISRA by all staff to identify underachieving students.	“When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups” Diagnostic Assessment Tool.pdf (educationendowmentfoundation.org.uk) Resources Case Studies & Testimonials Juniper Education	1,2,4

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

Budgeted cost: £25, 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase the support of teaching assistants in English and implement targeted additional intervention to provide support for Pupil Premium students.	Improving students’ English skill set will be beneficial across all subjects. “... well-evidenced teaching assistant interventions can be targeted at pupils that require additional support and can help previously low attaining pupils overcome barriers to learning and ‘catch-up’ with previously higher attaining pupils.” Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)	1,2
Early identification of underachievers in French and Spanish.	“Disadvantaged students’ improved most - between a fifth and nearly half a GCSE grade better per subject with ten hours’ usage (two set tasks per week).” Independent Research - SAM Learning	2,4

Targeted support available including additional work set via Sam Learning.		
Bespoke revision programme, using Alleyne's own, highly specialised staff, based on the individual needs of each student. All Year PP students to be provided with a revision book for each of their respective subjects.	<p>"For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment."</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>"Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons": One to one tuition EEF (educationendowmentfoundation.org.uk)</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.</p>	<p>Providing clear career guidance increases aspirations and supports students in wanting to progress further. By having a clear vision of potential opportunities, PP students can make informed choices about the route ahead.</p> <p>"Excellent careers guidance makes sure there is equality of opportunity." Careers strategy: making the most of everyone's skills and talents (publishing.service.gov.uk)</p>	3

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

Budgeted cost: £36, 960

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Work closely with our own 'in-house' EWO to monitor PP students' attendance and to contact parents/carers as a matter of urgency.</p> <p>EWO to increase the number of attendance clinics with PP students and parents/carers in addition to having more home visits.</p>	<p>Absentee % for disadvantaged pupils is significantly higher than for non-disadvantaged. The persistent absentee % is currently extremely high and therefore needs particular focus.</p> <p>Efficacy of "clear and effective service level agreements with external partners to support pupils with persistent absence": Improving school attendance: support for schools and local authorities - GOV.UK (www.gov.uk)</p>	6
Identify students who would benefit from	Increasing student self-esteem will help to increase confidence. This will have a positive	3,5

<p>counselling and/or life skills support and work with the Hope Project to provide the support needed.</p>	<p>impact not only on their studies but also result in an increased uptake in extra-curricular activities.</p> <p>“More successful schools tended to have more extensive social and emotional support strategies in place.” Supporting the attainment of disadvantaged pupils: articulating success and good practice (publishing.service.gov.uk)</p> <p>Alleyne’s Hope Project audit: “The success of the pilot can also be evidenced by some of the techniques and strategies that the school implemented following involvement of the HOPE Project.” the-stone-project-audit-report-2020.pdf (burdenbasket.co.uk)</p>	
<p>Increase extra-curricular opportunities available to PP students both within and outside of the school.</p> <p>Ensure proportional representation (2021/22 is 18%) in all school activities including trips, English/maths club, election of prefects, anti-bullying ambassadors etc.</p>	<p>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.</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.” An Unequal Playing Field report.pdf (publishing.service.gov.uk)</p>	3,6
<p>Ensure parents are aware of uniform bursaries.</p> <p>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.</p> <p>Breakfast club open to all PP students.</p>	<p>Providing students with the correct uniform informs a sense of belonging. PP students can’t engage in lessons or prepare for exams without the correct resources and revision guides.</p> <p>Having books, equipment, uniform etc. is a protective factor: Research to understand successful approaches to supporting the most academically able disadvantaged pupils (publishing.service.gov.uk)</p> <p>“The evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.” Breakfast clubs programme 2021-2023 - GOV.UK (www.gov.uk)</p>	3
<p>Identify behavioural strategies for individual students with bespoke reward systems so that small steps can be taken. Engage with parents on developing these.</p>	<p>A structured behavioural system in school that builds on the school’s Behaviour Policy provides PP students with the support and structure they need.</p> <p>Behaviour Management Pocketbook by Peter Hook</p>	2,6

	<p>“Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.” Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	
<p>PP students who do not have access to a computer to be provided with a suitable device.</p>	<p>Having this equipment enables students to work more independently and access homework and other educational resources from home in parity with their peers.</p> <p>“Online access has been an important part of this work and will continue to be as we help young people catch-up after the disruption caused by the pandemic.” Former Education Secretary, Gavin Williamson</p>	5
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

Total budgeted cost: £113,160.

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 2020 to 2021 academic year.

At Alleyne's, our priority throughout Covid-19 has been to ensure that our disadvantaged students and their families continued to feel connected to the school and engaged with learning. Our PP Mentors in each year-group were in regular one-to-one contact with students and had half-termly catch-ups with parents/carers. This has ensured our PP students have, in the main, had a positive return to school this 2021/22 academic year.

To build on learning from our Teacher Assessed Grades and to see where Alleyne's sits within the national picture, we submitted our confirmed results to the Fischer Family Trust Secondary Results Service, and we are part of the SISRA Data Collaboration. FFT provisional summary analysis suggests that average GCSE value added for FSM6 students was -0.5 (+0.1 for non FSM6) compared with -0.3 in 2020 (0 for non FSM6). English value added remained constant at -0.5 whereas Maths fell from +1 in 2020 to -0.3 in 2021.

With regards to performance data extracted from SISRA our Average Total Progress 8 PP was -0.24 (Non PP is 0.69). Additional performance indicators:

Average Total Attainment 8 PP = 41.65 Non PP is 54.42

% PP achieving 4+ in English and Maths = 58% (Non PP is 84%)

% PP achieving 4+ in English Language = 75% (Non PP is 92%)

% PP achieving 4+ in Maths = 61% (Non PP is 87%)

Our analysis of this data means that improving outcomes for disadvantaged pupils and boys remains a SIP priority, as does disadvantaged students' attendance/persistent absence. The SIP also identifies an underperformance by PP students at GSCE, particularly for high ability students.

This PP strategy responds to these priorities, and the need to provide social and emotional support in response to students' differing experiences and responses to Covid-19. Our allocation of funding has been restructured this year with increased spending on Targeted Academic Support (e.g. in terms of targeted tutoring and a focus on English language) and wider strategies in order to raise attendance, improve behaviour and build on successful strategies from last year, such as a focus on parental engagement and wellbeing support through the Hope Project.

We are also confident of delivering strategies which could not be properly implemented last year due to Covid-19, e.g. extra-curricular activities and in-school staff CPD. Covid also affected our 2020/21 goal to raise PP attendance from 80% to 90%; this is therefore a priority this year.

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

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)

This strategy is a working document. Analysis from November examinations will be key in identifying gaps and honing catch-up, recovery, and improvement plans. Ongoing monitoring will assess the impact of interventions and where adjustments need to be made to ensure that PP and Recovery funding is being used efficiently and effectively to improve outcomes for our students.