

# Alleyne's Academy: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium and recovery premium funding for the 2022 to 2023 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	904
Proportion (%) of pupil premium eligible pupils	14.3%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	December 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Karen Lockett (HT)
Pupil premium lead	Craig Bailey (DHT)
Governor / Trustee lead	Victoria Leigh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£104,410
Recovery premium funding allocation this academic year	£30,912
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	£135,322

# 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. An area identified for improvement in the school's SIP is Maths and English 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, 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 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 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 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 through the Hope Project, increased engagement with other external support agencies, and the extension of peer-led support programmes. 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.
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"> <li>PP students make expected or better progress across all subjects.</li> <li>Decrease in gap between PP and non-PP students' progress.</li> <li>Individual support means PP students make informed KS4 options choices.</li> </ul>
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"> <li>PP attainment in English and Maths at least in line with non PP students.</li> </ul>
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"> <li>To increase the attainment 8 figure for this particular cohort in line with non-PP students.</li> </ul>
Raised aspirations and engagement for PP students with a particular focus on their career aspirations.	<ul style="list-style-type: none"> <li>All PP students receive one-to-one careers guidance and benefit from individual careers action plans.</li> <li>Increased engagement in enrichment/extra-curricular activities.</li> </ul>
Increased attendance rates for the PP students and reduced persistent absence.	<ul style="list-style-type: none"> <li>PP students' attendance to be in line with non-PP national averages.</li> </ul>
Improved communication with parents/carers.	<ul style="list-style-type: none"> <li>Improved attendance (as above).</li> <li>Improved behaviour and wellbeing outcomes.</li> </ul>

Good self-esteem and social and emotional health amongst PP students.	<ul style="list-style-type: none"> <li>• Improved attitude to learning grades by PP students.</li> <li>• Increased take-up of social, emotional and mental health support.</li> </ul>
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## 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, <a href="#">High quality teaching</a>)</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>Differentiated STAR assessment will be a particular focus for teachers and this will be embedded in the assessment cycle.</p>	<p>"The best schools use robust, reliable assessment to identify children who need extra help, and offer targeted, evidence-based support to these children. ... All schools should monitor pupil's progress in English and maths using robust assessment." (DfE, <a href="#">Opportunity for all</a>)</p> <p>At Alleyne's, the impact of effective STAR assessment will be evidenced in PP students' progress and attainment in English and Maths.</p>	1,2,4
<p>PP Learning Mentors to work closely with the PP students and their respective subject staff so that students are fully engaged in all lessons.</p> <p>PP CPD to be delivered by Learning Mentors to share best practice in Spring term.</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, <a href="#">Mentoring</a>).</p> <p>At Alleyne's, evidence of effective impact will be tracked in improved attitude to learning grades by PP students.</p>	1,2,3,4,5,6

<p>Staff trained in the use of SISRA to identify and track underachieving students and respond with effective interventions.</p>	<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, <a href="#">Using data, improving schools</a>)</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>	<p>1,2,4</p>
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## 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
<p>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>	<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, <a href="#">Education recovery in schools: Spring 2022</a>)</p> <p>At Alleyne’s, evidence through Mentors’ analysis of student progress from transition across the academic year and through Heads of Department half-termly monitoring reports.</p>	<p>1, 2, 4</p>
<p>Increase teacher and teaching assistant support to implement targeted additional intervention and support for PP students across all year groups in English.</p>	<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, <a href="#">Selecting Interventions</a>)</p> <p>At Alleyne’s, impact will be evidenced in PP students’ progress and attainment in English.</p>	<p>1,2</p>
<p>National Tutoring Programme (NTP) tutoring to help students</p>	<p>“The stronger schools providing tutoring were using a range of information to prioritise pupils for tuition ... to identify the</p>	<p>1, 2, 4</p>

catch up on missed learning due to the pandemic	pupils who could benefit most from tuition.” (Ofsted, <a href="#">Independent review of tutoring in schools: phase 1 findings</a> )  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.	
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.	“Tuition is more likely to make an impact if it is additional to and explicitly linked with normal lessons” (EEF, <a href="#">One to one tuition</a> )  At Alleyne’s, evidence of impact will be tracked through half-termly Heads of Department reports analysing PP students’ progress and attainment.	3
Careers guidance to include closer relationship with other educational providers and work places.  Year 11 PP students to have priority when booking careers appointments and out-of-school visits.	“Excellent careers guidance makes sure there is equality of opportunity.” (DfE: <a href="#">Careers strategy: making the most of everyone’s skills and talents</a> )  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).	3

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	“... 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, <a href="#">Working together to improve school attendance</a> )  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.	5, 6

<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, <a href="#">Supporting the attainment of disadvantaged pupils</a>)</p> <p>At Alleyne’s, evidence of the Hope Project’s impact can be seen in the <a href="#">Hope Project audit</a>. 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>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.” (Social Mobility Commission, <a href="#">An Unequal Playing Field</a>)</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>3, 5, 6</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, <a href="#">Research to understand successful approaches to supporting the most academically able disadvantaged pupils</a>)</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>	<p>3, 5</p>
<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, <a href="#">Behaviour interventions</a>)</p> <p>At Alleyne’s, the impact of effective support plans will be evidenced in PP students’ improved attitude to learning</p>	<p>2, 5, 6</p>

	grades, and earning access to positive reward events.	
Contingency fund for acute issues.	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.	

**Total budgeted cost: £140,000**

***NB: The school has added an additional £4,668 to support the provisions provided 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 2020 to 2021 academic year.

A priority at Alleyne's has been to identify and support pupils whose education was particularly impacted by Coronavirus and to ensure that our disadvantaged students and their families continue to feel connected to the school and engaged with learning. Our PP Mentors in each year group have continued to be instrumental in maintaining regular one-to-one contact with students and, together with our EWO, have continued to build strong working relationships with parents/carers.

At Alleyne's, 36 PP students' took KS4 GCSEs and other qualifications this summer, and our performance data is as follows:-

- Progress 8 (i.e. how much progress PP students at this school made across 8 qualifications between the end of key stage 2 and the end of key stage 4) was -0.25 (non-PP -0.06).
- Attainment 8 (i.e. a score based on how well pupils have performed in up to 8 qualifications) was 36.8 (non-PP 51.8).
- % PP achieving 4+ in English and Maths was 50.0% (non-PP 75.6%)
- % PP achieving 5+ in English and Maths was 19.4% (non-PP 51.1%)
- % PP achieving 4+ in English Language = 63.9% (non-PP is 89.8 %)
- % PP achieving 4+ in Maths = 50.0 % (non-PP is 78.4%)

To build on learning from this summer's KS4 GCSEs and other qualifications, and to see where Alleyne's sits within the national picture, we submitted our 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 -0.26 (+0.02 for non FSM6) compared with -0.34 in 2021 (+0.22 for non FSM6). English value added for FSM6 students was -0.73 (-0.08 for non FSM6) compared with -0.52 in 2021, and for Maths -0.52 for FSM6 students (-0.06 for non FSM6) compared with -0.23 in 2021.

We are very proud of our PP students' attendance which averaged 84.7% over the academic year, standing up well against the national PP average of 85.3%. We have identified an area of improvement with our persistent absence (PA) students. However, we are pleased to see that this has decreased significantly from last summer, 37.6% (academic year 2021/22) to 18.2% in the current autumn term 2022/23.

We would also congratulate our PP students on 94% having gone on to sixth form, college, or work-based learning.

Our analysis of this data means that improving outcomes for disadvantaged pupils remains a School Improvement Plan (SIP) priority, and we will continue our focus on disadvantaged

students' attendance/persistent absence to ensure continuing improvement. Our 2022 results also identify an underperformance by PP students in Maths and English which this strategy seeks to address.

This PP strategy also recognises the need to provide social and emotional support in response to students' differing experiences and responses to Covid-19. Excellent feedback from students participating in the Hope Project has encouraged us to extend the programme this year, and to roll out the WHAM Plan, a new peer-led support and wellbeing scheme.

We are also confident of delivering strategies which could not be properly implemented during Covid-19 and look forward in particular to encouraging the participation of PP and vulnerable students in a strong programme of enrichment and extra-curricular activities.

## 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	<a href="#">Connect PSHE</a>
Duke of Edinburgh Award Scheme	<a href="#">Duke of Edinburgh Award Scheme</a>
The Hope Project	<a href="#">The Burden Basket</a>
SAM Learning	<a href="#">SAM Learning</a>
SISRA Analytics	<a href="#">SISRA Analytics</a>

## 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 reviewing education recovery and improvement plans. Ongoing monthly monitoring through Heads of Department reports will enable us to 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 students, including those affected by the current economic climate.