# Pupil Premium Strategy Statement

## This statement details our school’s use of pupil premium (and recovery premium for the 2023 to 2024 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

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| Detail | Data |
| School name | Alsager School |
| Number of pupils in school (11-16) | 1311 |
| Proportion (%) of pupil premium eligible pupils | 14% |
| Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)** | 2023-2024  2024-2025  2025-2026 |
| Date this statement was published | December 2023 |
| Date on which it will be reviewed | Autumn Term 2024 |
| Statement authorised by | Andrea O’Neill  Head of School |
| Pupil premium lead | Lianne Jardine  Assistant Headteacher |
| Governor / Trustee lead | Carl Cooke, Vice Chair of Governors |

**Funding overview**

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| **Detail** | **Amount** |
| Pupil premium funding allocation this academic year | £211,144 |
| Recovery premium funding allocation this academic year | £51,336 |
| 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 | £262,480 |

# Part A: Pupil premium strategy plan

## Statement of intent

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| Alsager School is an achieving school and caring community with high expectations of its disadvantaged pupils. Our intention is to raise attainment and ensure that all pupils, irrespective of their background or the challenges they face, make good progress.  The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who are Young Carers or are struggling with social and emotional needs, regardless of whether they are disadvantaged or not.  Quality First Teaching and a knowledge-rich, broad curriculum is at the heart of our approach as they have been proven to have the greatest impact on closing the disadvantage attainment gap; this includes the study of the EBacc at GCSE to keep young people’s options open for further study and future careers. It is our intention that non-disadvantaged pupils’ attainment will also be improved alongside progress for their disadvantaged peers. It is essential that we provide pupils with the knowledge and cultural capital they need to succeed in life, alongside raising aspirations, to tackle intergenerational unemployment and poverty.  Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Recovery will also be aided through educational packages, such as Fresh Start Phonics, IDL Literacy and Numeracy, GCSEpod and Bedrock Vocabulary.  Our approach will be responsive to individual needs and rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:   * ensure disadvantaged pupils are challenged in the work that they’re set. * act early to intervene at the point need is identified. * ensure all staff take responsibility for disadvantaged pupils’ outcomes and for raising aspirations. * improve attendance of disadvantaged pupils. |

## Challenges

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

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| Challenge number | Detail of challenge |
| 1 | Maths attainment of disadvantaged pupils is lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with recalling key facts and methods in relation to multiplicative problems, factors, percentages, and fractions. This limits their ability to solve complex (longer) mathematical problems.    Maths KS2 scaled scores on entry to year 7 indicate the following percentages arrive below age-related expectations (scaled score of 100) compared to their peers. Although narrowed, a gap remains at the end of Key Stage 3 and 4.   |  |  |  | | --- | --- | --- | | % of pupils with KS2 maths scaled score < 100 | | | | Year Group | Non-PP | PP | | Yr11 (leavers 2023) | 10% | 38% | | Yr11 (leavers 2024) | 12% | 35% | | Yr10 (leavers 2025)\* | 22% | 58% | | Yr09 (leavers 2026)\* | 42% | 58% | | Yr08 (leavers 2027) | 19% | 52% | | Yr07 (leavers 2028) | 13% | 41% | |  |  |  |   \*Internal assessments – *Baseline Tests* |
| 2 | The data indicates that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.    Reading KS2 scaled scores on entry to year 7 indicate the following percentages arrive below age-related expectations (scaled score of 100) compared to their peers. Although narrowed, a gap remains at the end of Key Stage 3 and 4.   |  |  |  | | --- | --- | --- | | % of pupils with KS2 reading scaled score < 100 | | | | Year Group | Non-PP | PP | | Yr11 (leavers 2023) | 13% | 36% | | Yr11 (leavers 2024) | 17% | 39% | | Yr10 (leavers 2025)\* | 18% | 38% | | Yr09 (leavers 2026)\* | 37% | 55% | | Yr08 (leavers 2027) | 19% | 55% | | Yr07 (leavers 2028) | 19% | 26% |   \*Internal assessments – *Baseline tests* |
| 3 | Our data indicates that attendance of disadvantaged pupils is lower than that of their peers. In 2022-23, attendance was 5.72% lower than for non-disadvantaged pupils.   |  |  |  | | --- | --- | --- | | Disadvantaged | Non-disadvantaged | Gap | | 86.95% | 92.67% | -5.72% |   % Persistent Absenteeism for disadvantaged pupils in 2022-23 was 23.55% higher than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.   |  |  |  | | --- | --- | --- | | Disadvantaged | Non-disadvantaged | Gap | | 42.34% | 18.79% | -23.55% | |
| 4 | In line with schools nationally, behaviour of pupils who are disadvantaged is disproportionately challenging when compared to non-disadvantaged peers. Behaviour for Learning data shows the average number of BFL 4s issued for serious misbehaviour per disadvantaged pupil is 6 compared to 2 for non-disadvantaged. Similarly, disadvantaged pupils present proportionately more low-level disruption than non-disadvantaged pupils with the average number of BFL 3s being 18 (pp) versus 11 (non pp). Behaviour interventions appear to be less effective for disadvantaged pupils with 2% of such pupils receiving 50 or more BFL4s across the year compared to 0.3% of their non-disadvantaged peers.  Disadvantaged pupils are also three times more likely to receive a suspension than non-disadvantaged, with disadvantaged pupils receiving an average of 4 times as many days suspended as non-disadvantaged. |
| 5 | Our assessments, including wellbeing survey, observations and discussions with disadvantaged pupils and families have identified social and emotional issues such as anxiety, depression (diagnosed by medical professionals), low aspirations and low self-esteem having an impact on attendance, behaviour and attainment. This is often exacerbated by the toxic trio (poor mental health, substance dependency, domestic violence) that some of our disadvantaged pupils face in their households. |

## 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.

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| Intended outcome | Success criteria |
| Improved maths attainment among disadvantaged pupils across Key Stage 3 and 4. | Internal data to show gaps are closing throughout Key Stage 3 and Key Stage 4. GCSE results demonstrate improved attainment among disadvantaged pupils. |
| Improved reading comprehension among disadvantaged pupils across Key Stage 3. | Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. |
| To increase cultural capital and close the knowledge gap between disadvantaged and non-disadvantaged through a knowledge-rich, connected curriculum that addresses gaps and misconceptions. | Internal monitoring and evaluation, alongside data, demonstrates that the subject knowledge of disadvantaged pupils is at the same level of non-disadvantaged pupils.  Increased number of disadvantaged pupils accessing the National Tutoring Programme. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Reduce absence rates for 2023-24 demonstrated by:   * the overall absence rate for all pupils being no more than 6% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. * the percentage of all pupils who are persistently absent being below national average and to reduce the figure among disadvantaged pupils being no more than 5% higher than their peers. |
| To reduce the number of serious behaviour incidences | Reduced number of serious behaviour incidences for 2023-24 demonstrated by:   * Improved BFL grades * The impact of internal behaviour mentoring. * Reduction in Step 4-7 meetings * Reduction in the number of pupils who are repeatedly demonstrating extreme behaviours. * Successful impact of behaviour strategies, including directed off-site provision. |
| To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged. | Sustained high levels of wellbeing for 2023-24 demonstrated by:   * qualitative data from pupil voice, pupil and parent surveys and teacher observations. * a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. * The significant increase in support provided to young carers. |

## 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: £96,450

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| In Mathematics, the curriculum focuses on teaching for mastery, supporting pupils, including disadvantaged, with the use of whole-class teaching, common lesson content for all pupils and use of manipulatives. Staff model new concepts using a ‘Me, Us, You’ approach.  New and inexperienced staff to be trained in the mastery approach. Staff are working in small groups undertaking joint planning of lessons and discussions around mastery. These are led by an experienced member of staff to share and develop good practice.  Maths staff to participate fully in the working group of the Maths Hub (led by Alsager School). This had led to a ‘best practice’ in teaching various topics. For example, using bar representations when solving ratio problems.  The Maths Faculty has introduced ‘Sparx Maths’ for all year groups. This is supporting PP pupils through consistency, help videos and targeted feedback on misconceptions and gaps in knowledge. | The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:  [Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3)  To teach maths well, teachers need to assess pupils’ prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: [KS2\_KS3\_Maths\_Guidance\_2017.pdf (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/public/files/Publications/Maths/KS2_KS3_Maths_Guidance_2017.pdf)  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning> | 1, 3, 4, 5 |
| The continual review of curriculum design in all subjects to ensure all learners, including disadvantaged pupils, are explicitly taught the knowledge and cultural capital that they need to succeed in life.  Curriculum design will be quality assured through subject ‘deep dives’ and whole-school monitoring and evaluation systems.  Staff to implement the ‘Connected Curriculum’ in which subjects make explicit links to what is taught in other curriculum areas to help pupils know and remember more. | High quality teaching, which includes curriculum planning, is the most important lever schools have to improve pupil attainment:  <https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf>  Curriculum as a progression model: Developing a curriculum for progression so that pupil know and remember more considering types of knowledge to ensure appropriate sequencing*. Ashbee, R (2021) Curriculum: Theory, Culture and the subject specialisms*    Ofsted research reviews which collate currently available research evidence. We have considered what the evidence tells us about a high-quality education in each subject and ensured that our curricula reflect this.  <https://www.gov.uk/government/collections/curriculum-research-reviews> | 1, 2, 3, 4, 5 |
| Refine formative and summative assessment practice through staff professional development so that assessments help teachers to identify what pupils remember from the taught curriculum and identify the missing building blocks in pupils’ learning.  A range of formative and summative approaches to be used as vehicles for pupils to demonstrate their learning, ensuring the time taken to mark correlates with successful pupil outcomes.  Widespread use of feedback machines to improve efficiency and effectiveness of feedback. | EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months’ progress over the course of a year.  <https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback>  The Independent Teacher Workload Review Group published a report following the Department for Education’s (DfE’s) workload challenge. The three principles from this report stated that marking should be meaningful, manageable and motivating.  <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf> | 1, 2, 4, 5 |
| Staff to receive professional development on Reading Strategies and Fluency in order to close the reading gap between disadvantaged and non-disadvantaged pupils.  Through professional development, teachers of all subjects will know how to support their pupils in overcoming reading barriers by understanding what factors determine text complexity. They will explicitly teach effective reading strategies to improve comprehension.  Ensure disciplinary literacy is embedded in all subject areas in line with recommendations in the EEF [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4) guidance.  A Literacy Lead in each faculty to monitor and evaluate the effective implementation of the seven practical evidence-based recommendations based on the key concept of disciplinary literacy.  A Reading Lead delivers intervention to the weakest 20% of readers. This will include the teaching of Fresh Start Phonics for pupils struggling to decode.  Participate in HFL Education Reading Fluency Project and implement strategies whole-school. | Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:  [Improving Literacy in Secondary Schools](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4)  Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths, Science and English:  [word-gap.pdf (oup.com.cn)](https://www.oup.com.cn/test/word-gap.pdf)  EEF Toolkit suggests that the provision of reading comprehension strategies and phonics approaches can lead to an average of six and five additional months’ progress respectively over the course of a year.  https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy  Poor reading has been shown to impact on attendance, behaviour and poor mental health.  *‘Closing the Reading Gap’*, Alex Quigley, 2020 | 1, 2, 3, 4, 5 |
| Develop an Oracy strategy to improve spoken language skills of disadvantaged pupils. This will include investigating ‘Voice 21’ as a framework and attending the two-day Cheshire East CPD event ‘Developing and Embedding Oracy in the Curriculum’.  Staff to receive professional development on Oracy in order to close the spoken language gap between disadvantaged and non-disadvantaged pupils. | Spoken language skills are one of the strongest predictors of a child’s future life chances. On entry to school, disadvantaged children’s spoken language development is significantly lower than their more advantaged peers and this gap continues to grow as children move through school (five years’ difference by the age of 14). On leaving school, children with poor verbal communication skills are less likely to find employment and more likely to suffer from mental health difficulties.  <https://voice21.org/why-oracy-matters/>  Oracy also improves a pupil's sense of self-efficacy, which has been identified as a significant factor in attainment for disadvantaged pupils  *‘Reaching the Unseen Children’,* Jean Gross, 2022 | 2,3,4,5 |
| Further improve the transition process from primary to secondary so the school and class are more thoroughly prepared for the arriving learner. Increase communication with feeder primary schools to help foster curriculum continuity, make intelligent use of diagnostic assessment, and plan to address specific pastoral needs and academic support. Refine the way pastoral and attendance information is shared.  Progress Leader focuses on successful transition from Key Stage 2 to 3. | Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with transition.  <https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies> | 1, 2, 3, 4, 5 |

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

Budgeted cost: £24,004

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for disadvantaged pupils, including those who are high attainers, whose education has been most impacted by the pandemic. | Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:  [One to one tuition | EEF (educationendowmentfoundation.org.uk)](https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition)  And in small groups:  [Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/small-group-tuition/) | 1, 2, 4, 5 |
| Increase PP parental engagement to improve attendance, behaviour and pupil achievement by meeting the ‘Leading Parent Partnership Award’ objectives.  Parents to be provided with guidance on how to support their child’s reading at home.  Throughout Spring and Summer term, transition leads to meet with Year 6 parents in feeder primary schools to foster positive relationships, discuss transition concerns and remove barriers prior to the pupil’s arrival at Alsager School. | Parental engagement has a large and positive impact on children’s learning. This was the single most important finding from a review of studies of interventions aimed at supporting and improving parental engagement in the education of children: [DfE Review of Best Practice in Parental Engagement](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf)  Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year:  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement> | 1, 2 3, 4, 5 |
| Increase pupil access to educational packages, including Fresh Start Phonics, GCSEpod, Bedrock Learning and IDL Literacy/ Numeracy. | Evidence has shown the use of digital technology can achieve improved outcomes for pupils: <https://educationendowmentfoundation.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf>  EEF Toolkit suggests phonics approaches can lead to an average of five additional months’ progress respectively over the course of a year.  https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy  Research suggests that as a pupil progresses through school, they need to be adding at least 3,000 words to their vocabulary per year if they are to keep up with increasingly challenging curriculum texts (Beck, McKeown & Kucan, 2002).  Research has found the IDL programmes to be a proven solution for increasing reading and spelling ability of pupils with dyslexia and other learning difficulties:  <https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research>  The Year 11 impact analysis of GCSEpod shows on average, regular users achieved 0.7 more Progress 8 points than non-users; the highest users achieved 20 Attainment 8 points more than non-users; regular users achieve, on average, 1 grade higher per subject than non-users:  <https://www.gcsepod.com/impact-gcse-learning-and-revision/> | 1, 2, 3, 4, 5 |

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

Budgeted cost: £153,115

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| Activity | Evidence that supports this approach | Challenge number(s) addressed |
| Increase attendance rates for disadvantaged pupils by following the principles of good practice set out in DfE’s [Working Together to Improve School Attendance](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1099677/Working_together_to_improve_school_attendance.pdf), making attendance ‘everyone's business’ and through dedicated attendance officers tracking, supporting and intervening on pupils’ attendance.  Use an appointed family liaison officer to improve attendance of our most vulnerable pupils.  Invest in an Education Family Support Worker from the local authority’s ‘Attendance and Children Out of School Service’ (2023-2025)  Utilise members of staff between 9.30-11am to visit households of persistent absentees or those who are likely to become persistent absentees and encourage their attendance in school.  Improve relationship with children and families whose attendance is persistently lower than 90% by hosting parent events focused on supporting children and families.  Work closely with Cheshire East to improve the attendance of persistent absentees. This will involve regular communication, looking at case studies, deep dives and collaboratively meeting with our most vulnerable families and reviewing cases. | Good attendance is essential for pupils to get the most out of their school experience, including their attainment, wellbeing, and wider life chances. The pupils with the highest attainment at the end of key stage 4 have higher rates of attendance over the key stage compared to those with the lowest attainment.  <https://www.gov.uk/government/publications/working-together-to-improve-school-attendance>  The Department for Education (DfE) published [research](https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014) in 2016 which found that the higher the overall absence rate across Key Stage KS4, the lower the likely level of attainment at the end of KS4.  At KS4, pupils not achieving Grade 9 to 4 in English and Maths had an overall absence rate of 8.8%, compared to 5.2% among those achieving grade 4.  The overall absence rate of pupils not achieving grade 9 to 4 was over twice as high as those achieving grade 9 to 5 (8.8% compared to 3.7%)  <https://explore-education-statistics.service.gov.uk/find-statistics/the-link-between-absence-and-attainment-at-ks2-and-ks4/2018-19>  For the most vulnerable pupils, regular attendance is also an important protective factor and the best opportunity for needs to be identified and support provided. Research has shown associations between regular absence from school and extra-familial harms. This includes crime (90% of young offenders had been persistently absent)  <https://www.gov.uk/government/statistics/understanding-the-educational-background-of-young-offenders-summary-report> | 1, 2, 3, 5 |
| Implement social and emotional programmes and employ a family support worker to support vulnerable disadvantaged pupils.  Family Support Worker to work closely with external services including Cheshire Young Carers and Crossroads Young Carers to identify young carers, the level of care they provide and what additional support they might require.  Use staff who have been trained in mental health first aid as mental health ambassadors who will lead a mental health pupil group and raise awareness of mental health across the school. This will include the delivery of assemblies and creating lessons for awareness days, such as World Mental Day and Men’s Mental Health Month.  Appoint a school counsellor to increase the availability of more immediate mental health and wellbeing support. The counsellor will also improve the collaborative support between school, home and the wider network of support services such as CAMHS and Visyon. | Social and emotional learning interventions have a positive impact, on average, of 4 months’ additional progress in academic outcomes over the course of an academic year. According to the key findings from the EEF, being able to effectively manage emotions is also beneficial to children and young people beyond reading or maths scores: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning>  Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Parental engagement in children’s learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.  <https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF_Parental_Engagement_Guidance_Report.pdf> | 3, 5 |
| Use behaviour and inclusion mentors, including an Inclusion Officer/Behaviour Mentor to improve the behaviour of disadvantaged pupils. Mentoring to be offered to pupils who are deemed to be hard to reach or at risk of educational failure or exclusion. | Mentoring appears to have a small positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour: <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring> | 3, 4 |
| Offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities (e.g. The Duke of Edinburgh’s Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be targeted and supported to participate.  Utilise therapeutic animals to offer comfort, affection, support and socialisation for our disadvantaged pupils.  As an FSA Recognised Forest School Provider, employ a member of staff to work with identified pupils in natural spaces to learn personal, social and technical skills. | There is a small positive impact of physical activity on academic attainment (+1 month). However, physical activity has important benefits in terms of health, wellbeing and physical development.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity>  Research has shown that arts participation is valuable in and of itself and can have a positive impact on academic outcomes in other areas of the curriculum.  <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation> | 3, 4, 5 |

**Total budgeted cost: £273,569**

**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 2021 to 2022 academic year.

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| The outcomes we aimed to achieve in our pupil premium strategy by the end of 2022-23 were not fully realised.  We have compared Alsager School’s results to national figures to help contextualise our results. Our Progress 8 score for disadvantaged pupils is -0.51. The progress of our disadvantaged pupils is therefore slightly higher than national results (-0.57). With our overall P8 at 0.02 and non-PP at 0.13, the gap is higher than we would like, and we will be trying to address this with future cohorts. In terms of Attainment 8, our disadvantaged pupils are performing lower (33.7) than national disadvantaged (34.9). Again, we have a significant gap when compared to Attainment 8 with our non-disadvantaged pupils (52.1); a gap we need to reduce with future cohorts.   |  |  |  |  | | --- | --- | --- | --- | |  | **2023** | **2022** | **2019** | | **Progress 8 Non-PP** | 0.13 | 0.31 | 0.29 | | **Progress 8 PP** | -0.51 | -0.06 | -0.23 | | **Attainment 8 Non-PP** | 52 | 56 | 55 | | **Attainment 8 PP** | 34 | 40 | 44 | | **%English and Maths Grade 4+ Non-PP** | 82% | 84% | 82% | | **% English and Maths Grade 4+ PP** | 38% | 46% | 56% | | **% English and Maths Grade 5+ Non-PP** | 53% | 59% | 61% | | **% English and Maths Grade 5+ PP** | 13% | 30% | 43% |  1. **Improved Maths attainment among disadvantaged pupils across Key Stage 3 and 4.**   Covid-related disruption has caused learning loss in maths, with disadvantaged pupils having experienced disproportionate learning losses. Despite the strategies implemented in 2022-23, such as the use of the National Tutoring Programme, this learning loss has negatively affected disadvantaged pupils’ mathematical performance. The gap between disadvantaged and non-disadvantaged in our GCSE results is significant and we will be trying to address this with future cohorts. Small group interventions focused on achieving at least Grade 4 had some success despite overall school results dipping. The gap between disadvantaged and non-disadvantaged at the end of Key Stage 3 is significantly lower (6%), showing promising results from the embedding of the mastery curriculum.   |  |  |  |  | | --- | --- | --- | --- | |  | **2023** | **2022** | **2019** | | **% Maths Grade 4+ Non-PP** | 85% | 86% | 84% | | **% Maths Grade 4+PP** | 47% | 49% | 72% | | **% Maths Grade 5+ Non-PP** | 62% | 63% | 61% | | **% Maths Grade 5+PP** | 20% | 32% | 44% |  1. **Improved reading comprehension among disadvantaged pupils across Key Stage 3.**   Like Maths, Covid-related disruption has caused learning loss in reading, with disadvantaged pupils having experienced disproportionate learning losses. However, our data shows that reading has improved as a result of the 2022-23 Whole-School Reading Strategy, which took a tiered approach to reading interventions. Tier 1 focused on whole-class teaching approaches, specifically effective reading strategies and fluency development. Teachers are aware of pupils’ reading ages and use a range of reading strategies to support all pupils as they encounter increasingly complex texts across Key Stages 3, 4 and 5. Fluency development is in its infancy and will be developed further in 2023-24 by participating in the in HFL Education Reading Fluency Project. Tier 2 (small group) and 3 (individual) includes high quality reading interventions for pupils who have been identified as struggling readers and the impact is closely monitored. 63% of the students receiving Tier 2 and 3 intervention made significant progress – the minimum made +4 months progress in comparison to pupils who did not receive reading interventions; the most progress was +4 years.  Current Year 8 and Year 9’s Reading KS2 scaled scores on entry to year 7 indicate a higher percentage than ever arriving below age-related expectations (55%) compared to their non-disadvantaged peers (19% and 37% respectively) so reading will remain a whole-school priority in 2023-24. Please note, Year 9 data should be taken with caution as it is based on internal baseline assessments due to the cancellation of SATS in 2021.   1. **To close the knowledge gap and increase cultural capital between disadvantaged and non-disadvantaged through a knowledge rich curriculum that addresses gaps and misconceptions, and the use of tutoring.**   We had a significant increase in the number of pupils accessing the National Tutoring Programme in 2022-23: a total of 2338 hours of tuition were delivered to 65 disadvantaged pupils in order to close the knowledge gap.  According to our most recent Ofsted inspection in January 2023, “Leaders have developed a curriculum that is broad and ambitious for all pupils…They have ensured that the curriculum is relevant and engaging. Leaders have increased the proportion of pupils who take a modern foreign language at GCSE. Consequently, more pupils now study the English Baccalaureate suite of subjects…In almost all subjects, leaders have identified the knowledge that they want pupils and students to learn. However, in one or two subjects at Key Stages 3 and 4, the curriculum is still being developed. In these subjects, on occasions, some pupils do not gain the depth of knowledge that they could. As a result, a few pupils have gaps in their knowledge and sometimes find it difficult to remember all that they should”. As such, subject leadership teams have reviewed the Key Stage 3 curriculum to ensure that all pupils experience an appropriately rich and deep curriculum. One of the whole-school priorities in 2023-24 is Quality First Teaching for SEND and Disadvantaged; through our monitoring and evaluation systems we will be able to judge if these changes have been successfully implemented.   1. **To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.**   As found in the EEF report, ‘The Impact of Covid-19 on Learning: A review of the evidence’, pupil attendance has fluctuated since the start of the pandemic - usually correlating with overall prevalence of Covid cases (Roberts and Danechi, 2022). Therefore, attendance comparisons year on year are difficult. Alsager School’s attendance has not yet returned to the average attendance of 2019-20 (96.1%) and there is a gap between disadvantaged pupils and their peers, which will continue to be a priority in the year ahead. This gap has closed from 2021-22 to 2022-23 from 7% to 5.72%. Persistent absence for disadvantaged pupils also continues to be much higher than we would like. However, the gap has been reduced compared to 2021-22 from 28% to 23.55%. In addition to absences caused by Covid-19, our observations and discussion with disadvantaged pupils and their families suggest persistent absence has resulted from poor mental health, including anxiety and depression, and disengagement from education following the pandemic (Emotionally Based School Avoidance). Tackling persistent absenteeism and the barriers to attending school will therefore remain a priority for the year ahead.  **Attendance**   |  |  |  | | --- | --- | --- | | Disadvantaged | Non-disadvantaged | Gap | | 86.95% | 92.7% | -5.72% |   **Persistent Absence**  Persistent absence pupils are identified as a persistent absentee if they miss 10% or more of their possible sessions.   |  |  |  | | --- | --- | --- | | Disadvantaged | Non-disadvantaged | Gap | | 42.34% | 18.79% | -23.55% |  1. **To reduce the number of Fixed Term Exclusions and Behaviour Incidences**     In 22-23 we reviewed and relaunched the behaviour policy to ensure consistency across the school. We also broadened the use of Vape Sensors in toilets. As a consequence of strengthened behaviour management, we did not reduce the number of fixed term exclusion and behaviour incidences, and this remains a priority for 2023-24. Behaviour for Learning data shows the average number of BFL 4s issued for serious misbehaviour per disadvantaged pupil is 6 compared to 2 for non-disadvantaged. Similarly, disadvantaged pupils present proportionately more low-level disruption than non-disadvantaged pupils with the average number of BFL 3s being 18 (PP) versus 11 (non-PP). Behaviour interventions appear to be less effective for disadvantaged pupils with 2% of such pupils receiving 50 or more BFL4s across the year compared to 0.3% of their non-disadvantaged peers.  Of the 152 suspensions issued last year, 62 were for disadvantaged pupils. This means that on average disadvantaged pupils were almost 3 times as likely to be suspended as non-disadvantaged. We have found that behaviour of pupils who are disadvantaged continues to be disproportionately more challenging than their non-disadvantaged peers.  KICK were unable to provide us with a behaviour mentor, so we made use of an LSA to increase our mentoring capacity and this continues in 23-24. We also liaised with the local safeguarding team and bought in an external provider ‘One Day Creative’ to work with a group of pupils for whom peer conflict was a behaviour-related issue.  To further parental engagement, ‘Behaviour for Learning’ drop in sessions have been provided at parent evenings and the behaviour management STEP process has been tightened up to require parents to be informed of each STEP. This has led to a greater understanding of the Behaviour Policy and processes reflected in conversations with parents.   1. **To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.**   Pupil Voice relating to wellbeing conducted in September 2023 was generally positive with 92% of pupils saying they enjoy learning in school, 89% saying they enjoy school and 95% saying they feel safe supporting Ofsted’s view that “pupils enjoy coming to Alsager School. They feel safe in school.” 86% said the school supports emotional and mental health. These figures are lower than pre-pandemic levels however and show there is still work to be done in supporting pupils’ wellbeing. We have increased the capacity for regular counselling with 107 pupils accessing one to one counselling at school in 2022-23. We have also funded regular group counselling sessions at school in collaboration with Visyon on topics such as exam stress and coping with anxiety in school.  We have built on the support put in place in 2021-22 for Young Carers’ wellbeing. 72 pupils have been identified as Young Carers and have been referred to internal and external services, including Crossroads Together and Cheshire Young Carers, for support. This number continues to grow as greater parental engagement and education around what a Young Carer is has led to more pupils being identified in 2022-23. This has been crucial as 40% of young carers say their mental health is worse than before the pandemic and 69% say they feel less connected to others (Carers Trust). We continue to develop the role of Young Carers’ School Champions, members of staff young carers can talk to in school and a staff notice board that is dedicated to raising further awareness of Young Carers. There is also a pupil notice board dedicated to our Young Carers, created and maintained by pupils and an after-school group we run in collaboration with Cheshire Young Carers, which has reduced their sense of isolation. We have successfully gained the Bronze Young Carers in School Award.  Furthermore, we now have an Enrichment Leader, a member of staff who is responsible for tracking the participation of disadvantaged pupils in extracurricular activities; a role that did not previously exist. We have funded trips and activities, including The Duke of Edinburgh’s Award, for our disadvantaged pupils. Our aim is to improve on this in 2023-24 by encouraging regular attendance and widening participation by specifically targeting disadvantaged pupils and liaising with parents. Offering this provision is vital as 73% of disadvantaged pupils said they do not participate in clubs or activities outside of school compared to 43% of non-disadvantaged. According to the most recent Ofsted report in January 2023, “Pupils value, and benefit from, a wide range of extra-curricular activities. For example, the debating club is a popular place for pupils to discuss a wide range of local, national and international topics. Pupils also enjoy the rainbows group, where they discuss issues of equality and prejudice.” |

## 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*

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| Programme | Provider |
| 14-16 Vocational Pathway | Reaseheath College |
| Bedrock Learning | Bedrock Learning |
| The Duke of Edinburgh’s Award | The Duke of Edinburgh’s Award |
| Fresh Start Phonics | Ruth Miskin Training |
| GCSEpod | Soundbite Learning |
| IDL Literacy | International Dyslexia Learning Solutions Limited |
| IDL Numeracy | International Dyslexia Learning Solutions Limited |
| Literacy Assessment Online | Edukey Education |
| National Tutoring Programme | MyTutor |
| One Day Creative | One Day Creative |
| PiXL | The PiXL Club LTD |
| Provision Map | Provision Map |
| The Lodge (short term alternative provision) | Sandbach School |
| Sparx Maths | Sparx Maths |
| Times Table Rock Stars | Maths Circle Ltd |
| Tute | Tute Education Ltd |
| Visyon | Visyon Ltd |

# Further information (optional)

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| **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:   * Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. [Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF](https://educationendowmentfoundation.org.uk/evidence-summaries/teaching-learning-toolkit/meta-cognition-and-self-regulation/)   **Planning, implementation, and evaluation**  In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.  We triangulated evidence from multiple sources of data including assessments, monitoring and evaluation systems, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.  We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.  We used the [EEF Moving forwards, making a difference: A planning guide for schools 2022-23](https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support) to help us develop our strategy and will continue to use it through the implementation of our activities.  We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. |