

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Thomas Alleyne's High School
Number of pupils in school	742
Proportion (%) of pupil premium eligible pupils	13.07%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022 - 2025
Date this statement was published	November 2022
Date on which it will be reviewed	September 2025
Statement authorised by	
Pupil premium lead	Mr Damian Godwin
Governor / Trustee lead	Mrs Pat Curtis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 95,545
Recovery premium funding allocation this academic year	£ Nil
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 14,110
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	£ 109,655

Part A: Pupil premium strategy plan

Statement of intent

Thomas Alleyne's intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust assessment, and individuals need and not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Literacy skills of students eligible for PP are significantly lower than for other pupils (-0.5 gap)
2	Numeracy skills of students eligible for PP are significantly lower than for other pupils (-0.6 gap)
3	Gaps in learning from the result of lockdown
4	Mental Health concerns as a result of lockdown
5	Attendance for PP is significantly below National expectation (87.7%) TAHS 79.9%

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
<p>High levels of progress in literacy and numeracy for all pupils eligible for PP and equality of progress with all pupils.</p>	<ul style="list-style-type: none"> • NGRT test delivered to all yr9, 10% of cohort with lowest reading age will receive intervention through 1:1 tuition. Re tested each term. • Pupils make at least expected progress in English and Maths by the end of year 11 as evidenced in GCSE outcomes and Progress 8 scores. • 6/7 of PP students targeted grade 5 achieve grade 5.
<p>GCSE Plus delivered in the core subjects.</p> <p>1:1 tutors employed to work with small groups.</p> <p>Teaching and learning is developed in school so that teachers diagnose gaps in learning from lockdown</p> <p>Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.</p>	<ul style="list-style-type: none"> • Knowledge gaps are reduced in English and maths and science. (Yr11 Oct 22 Data P8 = - 0.074 Non PP 0.01) • Employed 1:1 tutors focus on target students for further support in small groups delivering 10 sessions. • Teaching and learning monitoring shows teachers are skilful in diagnostic assessments and employ a wide range of strategies to close gaps in learning – wave 1 interventions are effective and PP students make good progress • Learning walks in a half term focus on disadvantage pupils learning • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. (Oct 22 25%, 5 pupils of the highest tariff behaviour points are PP) • Work scrutinises of PP pupils • Pupil voice demonstrates increased confidence and knowledge over the course of the academic year
<p>PP pupils to have received targeted guidance and mentoring to ensure equality of progress,</p>	<ul style="list-style-type: none"> • Careers advice given over 2 meetings a year to all PP in Y11 from Careers advisor employed by school resulting in NEET figures below National Average.

<p>attainment, opportunity and participation in all parts of the school.</p> <p>Pupils receiving skills lessons within the timetable to support their recovery and attendance in school.</p> <p>Daily tutor time to allow pupils regular pastoral support.</p>	<ul style="list-style-type: none"> • Entrust to provide workshops on CV writing and interview techniques • Pupils attend regularly and gain knowledge of skills beyond the classroom.
<p>TA's are trained to be SEND first aid mental health specialists</p> <p>Mental Health Support Team work alongside staff and pupils</p> <p>Yess counselling sessions are offered to students as required</p>	<ul style="list-style-type: none"> • Pupils access counselling and support • Pupils feel supported and build resilience
<p>To achieve and sustain improved attendance for all pupils, particularly pp pupils</p>	<ul style="list-style-type: none"> • Sustained high attendance and the attendance gap between pp and non pp is reduced.

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: £ 67,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil premium coordinators to monitor the impact of tuition. Tracking and identification of PP pupils not making expected progress	Early intervention leads to greater overall progress.	1,2 and 3
1:1 Tutors in Maths and English employed for 10hours a week.	EEF info strategy previously used – +5 months of progress	1,2 3 and 4
CPD for all staff on metacognition - whole school and targeted CPD	EEF data suggests an improvement in progress of up to 7 months	1,2 and 3

Improving literacy in all subjects introducing Book Buzz and Bedrock across the whole school. All yr9 pupils have received a reading book of their choice.	EEF info strategy previously used +6 months of progress	1,2 and 3
Mental health training provided to key support staff, TA's and PWO's as well as teaching staff.	Early Intervention foundation. (EIF.org.uk)	4 and 5
Retrieval sessions are discussed in teaching and learning communities and used in lessons	https://www.teachertoolkit.co.uk Principles-of-Instruction-Rosenshine	1,2,3 and 5
Boys reading Project to run in June.	EEF info strategy previously used +6 months of progress	1 and 3
Form time literacy and numeracy	EEF info strategy previously used +6 months of progress	1
Talk the talk working with year 9 and 10 pupils	EEF info Oracy strategy previously used +6 months of progress	1 and 5

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

Budgeted cost: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
GCSE Plus used in core subjects. Targeted pupils will include pp pupils.	Extra revision with specialist teachers to advise on exam techniques and revision. Individualised instruction <u>EEF</u> (educationendowmentfoundation.org.uk)	1,2 and 3
1:1 Tutors in Maths and English	EEF info strategy previously used – +5 months of progress	1,2 and 3
To review curriculum provision for lowest progress students and ensure interventions are in place	Individualised instruction <u>EEF</u> (educationendowmentfoundation.org.uk)	1,2 3 and 4
Embedding principles of good practice set out		4 and 5

in DfE's Working together to improve attendance advice. Use of tutor time and tutor to make initial contact.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	
Attendance officer makes contact with PA parents regularly	DfE guidance and information.	4 and 5
All yr 9 receive Maths Ninja lessons, lower sets in year 10 1 hour a week.		2
Yr 9 Phonics intervention	EEF Phonics +5months	1 and 5

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

Budgeted cost: £ 18,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Team to counsel pupils	Pupils feel supported and improve confidence and self esteem	4 and 5
Summer Schools for Yr 8 PP and Send pupils	Transition made easier to High School.	4 and 5.
Careers advice given twice a year for PP pupils in Year 11 and at least once in Year 10	Pupils are able to make informed realistic decisions about their future post 16.	3, 4 and 5
Grit programme – 20+ pupils receive a mentor and are supported in their studies	Mentoring EFF	3,4 and 5
Revision guides and materials are purchased for PP pupils and used within lessons.	All pupils are able to access lessons and work alongside others equitably.	1,2,3, 4 and 5
Music tuition is provided for pp pupils.	All pupils are able to develop confidence through individual tuition. Raising self esteem in other aspects of school life.	3 and 5
Educational visits and trips are paid for or subsidised.	All pupils are able to access extra curricular sessions	3 and 5

Total budgeted cost: £ 109,000

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was - 0.71. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 36.8. See [DfE guidance](#) for more information about KS4 performance measures. DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that, despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2021/22 was below our expectations. Of the 31 disadvantaged pupils 12.9% achieved a grade 5 or higher in Maths and English, with 42% gaining a grade 4 in both Maths and English.

The Progress 8 score of our non-disadvantaged pupils was -0.29, and the Attainment 8 score was 49.85. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. However, we also identified that some of the approaches we used to boost outcomes for disadvantaged pupils had less impact than anticipated.

Absence among disadvantaged pupils was 6% higher than their peers in 2021/22. We recognise this gap is large which is why raising the attendance of our disadvantaged pupils is a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, The number of PP students receiving behaviour points has decreased in Year 10 and 11 but increased in year 9, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

These results mean that we are not at present on course to achieve the outcomes that we set out to achieve by 2023/24. We will review our strategy plan and make changes to how we intend to use some of our budget this academic year.

The most recent plan will continue to build on this approach.

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
Literacy	Bedrock and Talk the talk
Numeracy	Numeracy Ninja
Mentoring	GRIT
Emotional Coaching	VIP Education
Counselling	Yess and Mental Health team
Talk the talk	Talk the Talk
NGRT reading Test	GL Assessment