

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	Thomas Alleyne's High School
Number of pupils in school	744
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021 - 2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Mrs J Rudge
Pupil premium lead	Mr Damian Godwin
Governor / Trustee lead	Mrs Pat Curtis

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 103,140
Recovery premium funding allocation this academic year	£15,660
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,419
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	£122,219

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 and numeracy skills of students eligible for PP are significantly lower than for other pupils
2	Gaps in learning from the result of lockdown since March 2020
3	Low level of study skills and resources together with a lack of confidence can lead to lower attendance levels for PP than for other pupils.
4	Mental Health concerns as a result of lockdown
5	Attendance PP PA rates increased due to pandemic

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"> • Pupils eligible for PP in KS4 make equal progress to HPA, MPA and LPA to others in English and Maths • 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. • Reading ages of all PP to be assessed and intervention employed (either 1:1, small group or accelerated reader) • To use PiXL resources for English to develop retrieval and therefore increase outcomes for LPA with target L4 achieved. • 100% of PP students targeted grade 4 achieve grade 4.
<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>GCSE Plus delivered in the core subjects.</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. • All Y11 PP students (LPA, MPA, HPA) access tutoring via the NTP leading to positive progress • Employed 1:1 tutors focus on target students for further support in small groups • 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 • Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning.
<p>PP pupils to have received targeted guidance and mentoring to ensure equality of progress, attainment, opportunity and participation in all parts of the school.</p>	<ul style="list-style-type: none"> • Careers advice given over 2 meetings a year to all PP in Y11 from new Careers advisor employed by school • Pupils attend regularly and gain knowledge of skills beyond the classroom.

<p>Pupils receiving skills lessons within the timetable to support their recovery and attendance in school.</p> <p>Daily tutor time reintroduced to allow pupils regular pastoral support.</p>	
<p>Mental Health practitioners (trailblazers) work alongside staff and pupils</p> <p>Counselling service offered</p> <p>TA trained to be SEND mental health specialist</p> <p>YESS sessions are offered to students as required</p>	<ul style="list-style-type: none"> • Pupils access counselling and support through remote service • Pupils feel supported and build resilience • No Y11 PP student has poor attendance due to mental health concerns
<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: £ 83,000

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	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 accelerated reader or similar reading programme to year 9.	Accelerated reader has been proven to make a substantial impact on reading ages. EEF toolkit	1,2 and 3
Mental health training provided to key support staff, TA's and SSA's as well as teaching staff.	Early Intervention foundation. (EIF.org.uk)	4 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
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be pp pupils, including those who are high attainers.</p>	<p>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: <u>One to one tuition EEF (educationendowmentfoundation.org.uk)</u> And in small groups: <u>Small group tuition Toolkit Strand Education Endowment Foundation EEF</u></p>	<p>1,2,3 and 4</p>
<p>GCSE Plus used in core subjects. Targeted pupils will include pp pupils.</p>	<p>Extra revision with specialist teachers to advise on exam techniques and revision. Individualised instruction <u>EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1,2 and 3</p>
<p>1:1 Tutors in Maths and English</p>	<p>EEF info strategy previously used – +5 months of progress</p>	<p>1,2 and 3</p>
<p>To review curriculum provision for lowest progress students and ensure interventions are in place</p>	<p>Individualised instruction <u>EEF (educationendowmentfoundation.org.uk)</u></p>	<p>1,2 3 and 4</p>
<p>Embedding principles of good practice set out in DfE's <u>Improving School Attendance</u> advice. Reintroduction of tutor time. Attendance officer makes contact with PA parents</p>	<p>DfE guidance and information.</p>	<p>4 and 5</p>

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

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
and Trail blazers counselling services	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 – 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

Total budgeted cost: £ 122,000

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

The teacher assessments during 2020/21 suggested that pupil premium pupils performance had improved on previous years however there was still a significant gap between them and non pp pupils. The outcomes aimed for in the previous strategy were not able to be realised due to the pandemic.

As evidenced in schools across the country, partial closure was most detrimental to our pupil premium pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online lessons and online resources and the supply of laptops to any family who needed one.

Pupil interaction with online learning was high, however pupil premium pupils were least likely to become engaged and the impact on these pupils is acute. Pupil premium funding was used to provide support for all pupils and targeted intervention was used where required.

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	Pet Xi
Numeracy	Pet Xi
IT	Pet Xi
Mentoring	GRIT