

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023-24 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	Altwood Church of England School
Number of pupils in school	754
Proportion (%) of pupil premium eligible pupils	173 (23%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 – 2023/2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Mr N Dimbleby
Pupil premium lead	Miss L Brittain
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£159,468
Recovery premium funding allocation this academic year	£40,020
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£10,000
<b>Total budget for this academic year</b>	<b>£204,934</b>

# Part A: Pupil premium strategy plan

## Statement of intent

‘Live life in all its fullness’ John 10:10

We strive to create an environment where Pupil Premium students can flourish and succeed both academically and socially by:

- Ensuring Quality First Teaching through CPDL and embedding the ‘Classic Classroom Approach’ to meet the needs of PP students and support them to achieve their potential
- Having a curriculum which is broad and balanced
- Assessing the needs of PP students to support social and well-being priorities
- Continuing to develop our well established approach to vertical tutoring to support PP students
- Focussing on engagement with PP students and their parents and carers to ensure that they have high attendance in school and at events/activities
- Developing Cultural Capital, ensuring PP students have access to and are encouraged to take part in a range of enriching opportunities both inside and outside of the school day
- Supporting Sixth Form students to access Bursary funding to support them to access all aspects of their study

Our strategy will encompass a range of research led strategies, pastoral support, resource provision and opportunities to extent academic and extra-curricular experiences.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance – students in receipt of PP funding tend to have lower attendance (86% 2022/2023) than non-PP funding peers (93.1%). Low attendance is recognised to have a detrimental impact on outcomes.
2	Engagement and aspiration – linking to attendance gaining parent/carer engagement is crucial. High student engagement for learning linked to aspiration supports positive outcomes.

3	Accessing the curriculum - improving literacy, oracy, vocabulary, this is key to improving outcomes for all students and is a whole school improvement strategy.
4	Cultural capital – giving all students equal opportunity to be involved with extra-curricular activities, including trips and clubs. This need has been particularly identified as a result of lockdowns where student experience has been limited.
5	Student mobility – ‘Against The Odds’ research highlights quality transition as having a positive impact. PP cohorts have traditionally been highly mobile. The figures have become more stable in the final year of the strategy.

## 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
Improved attendance	Inline or above national data
Improved engagement and aspiration and wellbeing	E4L average 2 by the end of the period Improved uptake and parents’ evening attendance (support if virtual) All PP students in Y10 and 11 to have a 1:1 interview with Learning to Work (carers advice and guidance provider) with an action plan to support bespoke interventions to help achieve aspirations PP students surveyed routinely to find out their needs and feelings. Appropriate interventions put in place. Positive outcomes in final survey.
PP students achieve outcomes in line with non PP peers	P8 gap reducing over the 3 year strategy.
Improved reading ages and scores to support accessing the curriculum	Reduce the reading age gap between PP and non PP students
Cultural capital Students to be able to access the curriculum irrespective of background Access to and increased involvement in extra curricular activities Engagement with the Edge programme with associated uptake in leadership responsibilities Students to have access to equipment and resources to support academic outcomes	PP students will follow the same curriculum as their non PP peers (opportunity of access) Financial concerns will not limit student involvement with trips, clubs etc. Tracking demonstrates progress with all PP students achieving at least Apprentice level by the end of Y11 All PP students and families and school staff know how to access support for uniform, equipment where a need is identified.

Enhanced transition for PP In Year Transfers	Student state that their transition has been positive when surveyed. They make good progress at data capture points.
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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: £ 52,133

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding 'classic classroom approach' into teaching and learning approaches	Against the Odds <a href="#">Against the odds report.pdf (publishing.service.gov.uk)</a>	2,3,4,5
CPDL – raise staff awareness. Focus on quality first teaching, feedback and staff personal improvement planning	Pupil Premium Primer (Education Observatory) <a href="#">Staff attitudes – Education Observatory Feedback   EEF (educationendowmentfoundation.org.uk)</a> SecEd (Nov 2020) <a href="#">Creating an effective CPD culture across your school (sec-ed.co.uk)</a>	3,4,5
Proactive data management to support staff, effectively track PP students and intervene appropriately	<a href="#">Against the odds report.pdf (publishing.service.gov.uk)</a> <a href="#">Using data effectively – Education Observatory</a>	2,3,4

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

Budgeted cost: £ 65,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of reading and vocabulary interventions e.g. Accelerated Reader	<a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a> <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2,3,4

and literacy strategies	<a href="https://www.educationendowmentfoundation.org.uk/reading-comprehension-strategies">Reading comprehension strategies   EEF (educationendowmentfoundation.org.uk)</a>	
Progress Champion work to support PP student particularly in examination year groups (strategies such as revision workshops, mentoring provision, 1:1 support)	<a href="https://www.educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/mentoring">Mentoring   EEF (educationendowmentfoundation.org.uk)</a> <a href="https://www.educationendowmentfoundation.org.uk/metacognition-and-self-regulation">Metacognition and self-regulation   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,4

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

Budgeted cost: £87,170

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Officer to continue to develop priority contact approach and develop key relationships	<a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a> <a href="https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf">https://www.nfer.ac.uk/media/3338/being_present_the_power_of_attendance_and_stability_for_disadvantaged_pupils.pdf</a>	1
Pastoral Support – including developing the role of the Tutor to support attendance, identity and aspiration	<a href="#">Vertical tutoring – Education Observatory</a>	1,4,5
Behaviour and student engagement Mentors proactive strategies to support students manage their emotions and behaviour in class and in unstructured time. House competitions, The Edge and trips to take into account the needs and aspirations of PP cohorts	<a href="https://www.educationendowmentfoundation.org.uk/behaviour-interventions">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5
Support for extra curricular activities, school uniform and equipment	<a href="https://www.educationendowmentfoundation.org.uk/arts-participation">Arts participation   EEF (educationendowmentfoundation.org.uk)</a>	5

	<a href="http://educationendowmentfoundation.org.uk">School uniform   EEF (educationendowmentfoundation.org.uk)</a>	
Careers (Learning To Work) advice and guidance to encourage aspiration and associated progress	<a href="http://educationendowmentfoundation.org.uk">Aspiration interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,2,4,5
Targeted education welfare, well-being and behaviour support strategies	<a href="http://educationendowmentfoundation.org.uk">Behaviour interventions   EEF (educationendowmentfoundation.org.uk)</a>	1,4
Enhanced Transition support programme	<a href="http://publishing.service.gov.uk">Against the odds report.pdf (publishing.service.gov.uk)</a> The challenges of student mobility <a href="https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/">https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</a>	1, 6

**Total budgeted cost: £ 204,934**