

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding (and rolled over recovery premium) for the 2024 to 2025 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	Alcester Academy
Number of pupils in school	637 (121 PP)
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	3 year plan – 2024-25; 2025-26; 2026 -27 <b>This is the first year of the 3 year plan</b>
Date this statement was updated	October 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Sarah Mellors
Pupil premium lead(s)	Nick Cooke Zoe Weatherley
Governor lead	Fiona Williams

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£127,050
LAC funding	£24,490
Pupil premium funding carried forward from previous year (enter £0 if not applicable)	£3,628
<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	£155,168

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all students irrespective of their background make good progress across the curriculum. Research conducted by the EEF concludes that common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. We will ensure that all teaching staff can identify disadvantaged pupils and are aware of strengths and areas for improvement across the school.

We aim to achieve this by:

- Delivering high quality first teaching and effective assessment.
- Rigorous tracking and implementation of intervention led by a RAP team.
- Promoting high expectations inside and outside of our classrooms
- Providing high quality pastoral care and support
- Effectively communicating with parents and students
- Ensuring all children have access to the same extra-curricular activities.

Alcester Academy has 18% (121 students) children identified as disadvantaged. This is well below the national figure of 27.1%.

## Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students have underperformed in comparison to all other students. The attainment gap between PP/NON PP in maths is -0.75 and in English -0.17. The overall P8 figure shows a gap of -0.63
2	Literacy and numeracy skills of students entering Year 7 are lower for students eligible for PP than for other students, which prevents them from making good progress in KS3. Diagnostic assessments show that some students have a lower reading age than their chronological age on entry to year 7.
3	High attaining pupils who are eligible for PP are making less progress than other High attaining pupils; this prevents sustained high achievement through KS4.

4	Student attitudes to learning and behaviour can often lead to higher levels of disengagement, attendance issues and sanctions for PP students.
5	An increase in levels of anxiety and mental health concerns which affects work output, wellbeing, socialisation and attendance.
6	Communication with parents. Parents of PP students can be hard to reach and are less likely to engage with parents' evenings. Due to increasing financial constraints, some students and their families have difficulty in providing the basic equipment and uniform needed. Access to resources can hinder progress in lessons. Parents and carers can struggle to replace items which may lead to behavioural issues
7	Attendance data for 2023-2024 shows that attendance amongst disadvantaged students has been 6.3% lower than for non-disadvantaged students. ( 94.6% v 88.3%) PA figures are higher for disadvantaged students.(30.7% v 9.8%) Observations indicate that absenteeism is negatively impacting the progress of 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
Improved outcomes for disadvantaged students at GCSE	Achieve positive progress for disadvantaged pupils amongst similar schools at A8 outcomes and to achieve similar scores at English and maths 5+ as similar schools
Improved metacognitive skills amongst disadvantaged students in all subjects	.New feedback and marking strategies will enable students to monitor and regulate their own learning. This will support with completion of homework
Improved literacy levels across KS3 for disadvantaged students	Literacy tests will demonstrate improved literacy levels amongst disadvantaged students and a smaller gap between scores of PP students and their peers
Improved attendance of PP students	Improve attendance to the national average, at least, for all PP students.
Increased EBacc entry.	Better national average EBacc Entry for all pupils.
Decreased exclusions and behaviour incidents.	A decrease in the number of exclusions and in line with the national average for all pupils. A reduced number of behaviour incidents.(We have already seen a reduction in the last two years from 43% of exclusions being PP in 2022-2023 to 30% in 2023-2024) Year 9

	(2023-2024) was a particular hotspot (82.3% attendance for PP)
Improved destination data.	Achieve a similar proportion of Year 11 students continuing on to Post-16 provision in comparison to all other students.

## Activity in this academic year

This details how we intend to spend our pupil premium (and carried over recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Rigorous recruitment process and induction for all new staff to ensure all departments are fully staffed by quality teachers who are well-equipped to support with materials and promote opportunities for disadvantaged	Face to face quality teaching proven to be the most effective method of teaching	1,2,3,4,5,6,7
Continued development of quality first teaching through the CPD programme.	A study published by the Education Policy Institute (Fletcher-Wood & Zuccollo, 2020) concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher. High-quality CPD improves teacher retention, particularly for early-career teachers and can also lead to increased student self-efficacy and confidence.	1,2,3,5,6,7

<p>Embed deliberate practice as part of whole school teaching routines.</p> <p>We will embed deliberate practice throughout the year through briefings and whole staff training sessions. We will also work with departments and staff weekly on an individual level.</p> <p>We will work on Adaptive teaching, recall and retrieval, the Super 6 strategies and improving feedback and marking.</p>	<p>Research shows that the embedding of CPD has varying effectiveness across a staff body due to the varying levels of experience of those staff members. (Lemov, Wollway and Yezzi, 2012).</p> <p>Deliberate practice is defined as ‘a highly structured activity, the explicit goal of which is to improve performance. Specific tasks are invented to overcome weaknesses, and performance is carefully monitored to provide cues for ways to improve it further’ (Ericsson et al., 1993, p. 368).</p> <p>Embedding of Deliberate practice strategies will ensure effective transitions within lesson times to maximise learning time.</p> <p>EEF research shows that retrieval and retention improves student performance, particularly if extended beyond the recall of facts.</p>	<p>1,2,3</p>
<p>Use of Google classroom to ensure work is provided for those who need to catch up on missed work.</p>	<p>Pupils who have poor attendance will not make as much progress.</p>	<p>1,2,3,4,5,6,7</p>
<p>A new Behaviour for Learning system has been launched this term. This will be embedded during the academic year. This includes teaching non negotiables which are expected in both lessons and tutor time.</p>	<p>Several high-quality studies suggest that a shift of focus from managing a child’s behaviour towards teaching a child learning behaviours may be beneficial. This research evidence fits with the message from the 2005 report from The Practitioners’ Group on School Behaviour and Discipline led by Sir Alan Steer, “Learning Behaviour”.</p>	<p>1,4,5</p>

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

Budgeted cost: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop routine of retention and recall with the continuation of the Super Six programme.</p> <p>To be delivered in curriculum with students being supported and encouraged to use techniques in year groups. Parents to be notified via parent forums.</p> <p>Hold ‘super learning days’ around revision and use of guest speaker for year 11 at key points in their learning to support embedding of revision techniques and mindset</p>	<p>EEF research shows that retrieval and retention improves student performance, particularly if extended beyond the recall of facts.</p>	<p>1,2,3,4</p>
<p>Develop a routine of marking and feedback to ensure all students’ work is marked on a regular basis.</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. (EEF)</p>	<p>1,2,3,4</p>
<p>Continue mentoring programmes for identified students.</p> <p>Identified students will receive a weekly mentoring programme to support their learning and maximise progress.</p>	<p>EEF research shows that, on average, mentoring appears to have a positive impact on academic outcomes. The impacts of individual programmes vary. Some studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour.</p>	<p>1,2,3,4,5</p>
<p>Use of the remaining recovery premium to</p>	<p>Previous success for children who have received external tutoring, 2024 outcomes for tutored pupils,</p>	<p>1,2,3,4,5</p>

provide external tutoring to disadvantaged pupils, in addition to school hours, to ensure better life chances post 16	progress seen in assessment and learning in school. Improvements in confidence leading to more sustained progress	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to make full use of the learning support unit team (LSU), attendance officer and careers leader. Support pupils' mental health with dedicated on site services in the LSU including small groups, one to ones, counselling.	<p>EEF states that 'targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects'.</p> <p>EEF states that wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.</p>	3,4,5,6,7
Support for funded extra-curricular clubs, experiences and opportunities for disadvantaged pupils	<p>EEF Teaching and Learning Toolkit indicates that physical activity improves progress by one month. Social Mobility Commissions' report 'An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility' - The evidence presented here suggests that extra-curricular activities are a positive and enriching experience for young people, promoting not only positive educational outcomes but also offering the possibility for developing a wider set of skills beyond the qualifications obtained from school.</p> <p>A key finding from this research is that opportunities to participate in extracurricular activities are profoundly structured by socioeconomic status, with participation gaps between rich and poor households evident through the national-level analysis as well as the case study research in the four localities.</p>	3,4,5
Sustain a system of rewards and incentives for improved attendance to school activities. Personalised rewards and recognition to	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> </ul>	1,2,3,6,7

<p>ensure the whole school profile is raised.</p> <p>Raise profile of the school house system</p>	<ul style="list-style-type: none"> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul>	
<p>There will be a change of MIS which will allow staff a quicker, flexible and more comprehensive access to attendance, communication and behaviour information in order to better track their PP students.</p>	<p>Every school makes use of management information systems (MIS) to collate, manage and interpret data.</p> <p><i>Telem (1999) defines management information for a school as “an executive information system planned to match the structure, management task, instructional process and particular needs of the school”.</i></p> <p>School management systems should be designed to increase effectiveness and efficiency by saving time and should be agile and adaptive to solve other advanced problems that may occur for the user.</p>	<p>1,2,3,4,5,6,7</p>

**Total budgeted cost: £ [95000]**



## 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 2023 to 2024 academic year.

This data has been produced using SISRA. The data that has been used as National data is the national data of all SISRA schools. We have analysed the performance of our school's disadvantaged students during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments. The data demonstrated that although some individual students performed above target, as a group, outcomes for PP students at Alcester Academy remain lower than non-PP students.

The largest gaps are for our HA maths students and MA English students. These will remain a focus in the curriculum and in our statement for 2024-2025.

The gap between Alcester Academy and all SISRA schools shows that even though our disadvantaged students are not achieving as highly as our PP students, our overall P8 and A8 scores are above the average for all SISRA schools nationally. Our PP students are being taught well and are receiving quality first teaching.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

	All Students	PP	Gap	Gap
Measure	AA	AA	AA	National All
P8	0.69	0.13	0.63	+0.03%
A8	54.27	38.63	-17.3	+7.99%
7+EM	22.4%	0%	-24.8%	+9.99%
5+EM	64%	33.3%	-34%	+18.3%
4+EM	81%	50%	-34.1%	+15.3%
Eng 4+	82.3%	58.3%	-24%	+10.3%
Ma 4+	87%	58.3%	-29%	+14.7%
Eng 5+	66.9%	33.3%	-34%	+5.8%
Ma 5+	71.5%	41.7%	-33.8%	+19.7%

Eng 7+	28.2%	16.7%	-11.5%	+11.1%
Ma 7+	37.4%	0%	-37.3%	+17.3%
Eng P8	0.49	0.33	-0.17	TBC
Ma P8	0.89	0.21	-0.75	TBC
Ebacc P8	0.72	0.25	-0.52	TBC
Open P8	15.97	10.71	-5.82	TBC
Sci VA	0.74	0.37	-0.41	TBC
Lang VA	-0.11	-0.54	-0.465	TBC
Hums VA	0.54	0.19	-0.38	TBC

Action	Status	Comments
Wave 1 teaching and learning development and recruitment (PP as priority) New CPD programme in place. The '5 focus' strategy was introduced. This highlighted the 5 aspects of pedagogy that should underpin our lessons (learning environment, prior knowledge, check understanding, adapt teaching and discuss learning)	Achieved	Ensuring quality teaching staff, support and development  5 focus launched in the Autumn term and revisited at each CPD session.  Cost: Obtainable upon request
Embedding of deliberate practice - Recall and Retrieval. Use of Super Six strategies and marking and feedback review	Achieved	All teachers aware of a range of recall strategies and understand the pedagogical theory behind their importance  Super six strategies used to aid retention and revision. Students and staff have been trained on these and how to use them  A review of marking and feedback has begun - with a focus on PP. This will continue into next academic year
Subject staff and faculties will ensure that work is set on student classroom for exclusions and absent students	Achieved	All faculties have a google classroom. Students can access work and homework here if they are absent for any length of time. Paper copies are provided to students who have poor technology facilities at home

Continuation of the RAP process. This will have to be taken during the working day due to the pressure of staffing the curriculum. As such its staffing will have to be achieved through salary enhancement. The RAP team was increased to allow other key individuals to attend and support with the monitoring of PP students.	Achieved	Weekly meetings with SLT and subject leaders enabled clear focus on students and their progress throughout the year.  Cost: Obtainable upon request
Continued employment of Attendance Officer and LSU staff	Achieved	Cost: Obtainable upon request
Continued use of a Saturday School programme to actively engage disadvantaged students in sessions.	Achieved	In preparation for exams, the Saturday school programme developed and delivered for all students. All PP students were targeted with increased communication to parents. Travel also provided for specific PP students.  Cost £ TOIL or £60 per session for teacher
Monitoring of attendance with a focus on PP	Achieved	The daily names of PP students not attending is forwarded to staff on a daily basis. This enables staff to set work online or have a conversation with the student on their return.  The attendance officer prioritises PP students when investigating absence
Mentoring programme for identified students	Achieved	Year 11 students at need of support were provided with a staff member to check in with on a regular basis
Priority sign-up for PP students at parents' evening	Achieved	Parents evening is opened early for all PP students in all year groups. Any appointments still not made are followed up with a phone conversation
Cover the cost of GCSE revision guides and calculators for Pupil Premium students	Achieved	All students in each year group were provided with a set of revision guides in key subjects and were provided with a calculator if required

Continued subscription to SISRA analytics.	Achieved	All staff given access to Sisra to allow deeper understanding of students' progress  Cost £1759
Ensure access for all students to the academy curriculum and extra-curricular provision	Achieved	Costs incurred by supporting resources for lessons (Food Tech), uniform provision, equipment, homework club and subsidies for school trips.  A spreadsheet was begun to log whole-school involvement in extra-curricular activities  Cost: £9762.42
Exploration of breakfast club for PP students	Achieved	Parents and students were consulted with. Only 1 parent supported the idea of a breakfast club so this was not viable
Support of Pupil Premium students in attending college interviews and open days including extended access to careers support	Achieved	100% of PP students received offers for their post-16 courses. They were supported through this process by our careers advisor. Further support has been given in years 7-10 for all PP students with a focus on preparing for future careers.  Cost obtainable on request

## 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

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

<b>Measure</b>	<b>Details</b>
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

## Further information (optional)

Recovery premium:

Alcester Academy received £32,288 of recovery funding during 2023-24. The premium supported 9 disadvantaged pupils last year for intensive English and maths provision. We spent £28660 on this. This assisted pupils in making decisions with post 16 destinations and improved their life chances. Remaining funding is rolling over to 24-25 and will ensure future tutoring needs are met. Recovery funding is no longer issued to schools.

Our PP strategy was supplemented by additional activities to support PP students, but were not funded by premium money. These include:

- Embedding more effective practice around feedback. This is currently being trialled at KS3. The EEF outlines the value of feedback to all students but particularly those who are disadvantaged.
- Interventions are provided by our LSU, mental health workers and attendance officer. PP students are prioritised for interventions due to their often higher needs and well-being issues stemming from a disadvantaged background.
- High quality extra-curricular activities are provided both free and at a cost. Our disadvantaged students are encouraged to take up these opportunities to help improve confidence, resilience and socialising.