

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	Alcester Academy
Number of pupils in school	647 (136 PP)
Proportion (%) of pupil premium eligible pupils	21%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	3 year plan – 2021-22; 2022-23; 2023 -24 This is the third year of the 3 year plan
Date this statement was updated	October 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Sarah Mellors
Pupil premium lead(s)	Zoe Weatherley
Governor lead	David Plumb

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£109,710 (including LAC 141,744)
Recovery premium funding allocation this academic year	£32,568
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	£174,312

Part A: Pupil premium strategy plan

Statement of intent

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.

Principles

- Quality first teaching and effective assessment meets the needs of all pupils.
- Where appropriate, provision is made for pupils that belong to vulnerable groups including disadvantaged pupils.
- All children have access to the same extra-curricular activities.

Our priority will be to minimise any learning gaps exacerbated during the prolonged absence, and to promote well-being, stamina and learning of all pupils.

Alcester Academy has 136 (21%) children identified as disadvantaged. This is below the national figure of 28%.

Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged students have underperformed in comparison to all other students. 0.86 Non PP/0.50 PP</p> <p>Based on 2023 data, attainment gap between PP/Non PP has closed in English and there is no significant difference between PP/Non PP achieving grade 4, however MA and LA PP students are not performing as well in comparison to Non PP students. In maths, there is a gap of 14.8 between PP/Non PP at grade 4 and MA PP students are not performing as well as Non PP.</p>
2	<p>Literacy and numeracy skills of students entering Year 7 are often lower for students eligible for PP than for other students, which prevents them from making good progress in KS3.</p>

3	Middle attaining pupils who are eligible for PP are making less progress than other middle 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.

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 Progress 8 outcomes.	Achieve positive progress for disadvantaged pupils amongst similar schools
Improved Attainment 8 outcomes.	Achieve national average for attainment for all pupils.
Improved Basics outcomes	Achieve average English and maths 5+ scores for similar schools.
Improved attendance.	Improve attendance to national average for all pupils.
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 national average for all pupils. A reduced number of behaviour incidents.
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 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
<p>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</p> <p>Staff provided with ideas/strategies to support PP students</p>	<p>Face to face quality teaching proven to be the most effective method of teaching</p>	<p>1,2,3,4,5</p>
<p>Continued development of quality first teaching through the CPD programme.</p>	<p>The EEF testifies that High quality teaching improves pupil outcomes and effective professional development is a crucial tool to developing teaching quality and thus improving children's outcomes in the classroom. As James Zucollo and Harry Fletcher-Wood note, the impact of high quality PD on pupil attainment compares to the impact of having a teacher with ten years experience rather than a new graduate.</p>	<p>1,2,3,5</p>
<p>Embed deliberate practice as part of whole school teaching routines.</p>	<p>Research shows that the embedding of CPD has varying effectiveness across a staff body due to the variations levels of experience of those staff members. (Lemov, Wollway and Yezzi, 2012).</p>	<p>1,2,3</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. We will work on building a range of recall and retrieval strategies and promoting Super 6 strategies.</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> <p>Embedding of Deliberate practice strategies will ensure effective transitions within lesson times to maximise learning time.</p>	
<p>Subject staff and faculties will monitor attendance, set work on Google classroom for those who are persistently absent and ensure there are opportunities to catch-up.</p>	<p>Pupils who have poor attendance will not make as much progress.</p>	<p>1,2,3,4,5</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 implementation of a Super Six programme. This will be delivered through subjects and by tutors.</p> <p>To be delivered in curriculum with students</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>

being supported and encouraged to use techniques in year groups.		
Develop and embed mentoring programme for identified students. Identified students will receive a weekly mentoring programme to support their learning and maximise progress.	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.	1,2,3,4,5
Use of the recovery premium to provide external tutoring to disadvantaged pupils, in addition to school hours, to ensure better life chances post 16	Previous success for children who have received external tutoring, 2023 outcomes for tutored pupils, progress seen in assessment and learning in school. Improvements in confidence leading to more sustained progress	1,2,3,4,5
PP parents will be contacted prior to parents' evenings and given priority sign-up	This will be trialled with two year groups early this academic year.	1,2,3,4,5

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), new attendance officer and careers leader. Support pupils' mental health with dedicated on site services in the LSU including small groups, one to ones, counselling.	EEF states that 'targeted interventions for those diagnosed or at risk of emotional or behavioural disorders produce the greatest effects'. 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.	3,4,5
Support for funded extra-curricular clubs, experiences and opportunities for disadvantaged pupils	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	3,4,5

	<p>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 is 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>	
<p>Sustain a system of rewards and incentives for improved attendance to school activities. Personalised rewards and recognition to ensure whole school profile raised.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> • 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 • 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 • 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 	<p>1,2,3</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 2022 to 2023 academic year.

	All Students	PP	Gap	Gap
Measure	AA	AA	AA	National All
P8	+0.77	+0.046	-0.31	
A8	55	50	5	+2.2
7+EM	20%	16%	-4%	-6%
5+EM	59%	47%	-12%	-7%
4+EM	86%	74%	-12%	+6%
Eng 4+	94%	95%	+1%	+30%
Ma 4+	86%	74%	-12%	+9%
Eng 5+	80%	53%	-27%	-2%
Ma 5+	63%	53%	-10%	+1%
Eng 7+	35%	26%	-9%	+7%
Ma 7+	33%	26%	-7%	+5%
Eng P8	0.8	0.45	-0.35	
Ma P8	0.85	0.46	-0.39	
Ebacc P8	0.74	0.45	-0.29	
Open P8	0.72	0.48	-0.24	
Sci VA	0.8	0.6	0.2	
Lang VA	-0.150	-0.2	-0.106	
Hums VA	0.4	-0.023	-0.47	

Outcomes for PP students at Alcester academy are lower than their peers. However, when compared to National data PP students' outcomes are much higher. PP pupils achieving a grade 4+ in English have outperformed 'all students' which boosts life chances and post 16 opportunities.

Gaps in PP outcomes do exist, but when compared to the gaps nationally Alcester Academy are smaller, showing that our students perform better due to the provision for PP students. There are larger gaps at 5+ and 7+ grades and this will remain a focus in the curriculum.

Action	Status	Comments
Wave 1 teaching and learning development and recruitment (PP as priority)	Achieved	Ensuring quality teaching staff, support and development Cost: Obtainable upon request
Creating a responsibility for PP provision role	Achieved	Ensured regular oversight of PP provision and assessment of impact
Development of internal recovery learning lesson package, which includes recorded lessons.	Achieved	8 pupils and families accessed this provision
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.	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 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
Create programme of revision and motivation strategies to engage pupil premium students in the curriculum reaching out to engagement of parents	Achieved	Super 6 programme launched: Super learning lessons, assemblies, staff training,

		parent forums, communication and materials provided Cost approx £1500 for signage, photocopying and materials
Cover the cost of GCSE revision guides for Pupil Premium students	Achieved	All students in each year group were provided with a set of revision guides in key subjects
Continued subscription to SISRA analytical.	Achieved	All staff given access to Sisra to allow deeper understanding of students' progress Cost £5000
Ensure access for all students to the academy curriculum and extra-curriculum provision	Achieved	Costs incurred by supporting resources for lessons (Food Tech) and also uniform provision Cost: £5968
Support of Pupil Premium students in attending college interviews and open days including extended access to careers support	Achieved	100% of PP students found and moved into post-16 provision as a result of the support given. Further support given to students in yrs 7-10 for all PP students with 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:

Measure	Details
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 £32,292 of recovery funding during 2022-23. The premium supported 23 disadvantaged pupils last year for intensive English and maths provision. 21 pupils were in year 11 and outcomes ensured post 16 destinations and life chances.

Remaining funding is rolling over to 23-24 and will ensure future tutoring needs are met.

Recovery is also supporting pupils who are disadvantaged by poor attendance and school refusal complications