

# 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 (based on Oct 2021 census)

Detail	Data
School name	Aldworth School
Number of pupils in school	871
Proportion (%) of pupil premium eligible pupils	31% (253 Ever 6, 17 Service)
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	July 2021
Statement authorised by	Paul Jenkins Headteacher
Pupil premium lead	Claudia Beattie Deputy Executive Headteacher
Governor / Trustee lead	Lee Dorey

## Funding overview (based on 7/12 financial year 20/21 & 5/12 financial year 21/22)

Detail	Amount
Pupil premium funding allocation this academic year	£225,427
Recovery premium funding allocation this academic year	£33,785
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<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	£259,212

# Part A: Pupil premium strategy plan

## Statement of intent

At the heart of our strategy is the focus on ensuring best possible outcomes for all our students. At Aldworth School, more than a third of our students are eligible for pupil premium and we are aware of the socio-economic insecurities many of our students experience in their home lives. We want to ensure that we offer a consistent, richly challenging learning experience to all our students, irrespective of their backgrounds.

We are concentrating our efforts on those aspects teachers, support staff and school leaders can have most impact on, build around extensive knowledge of our students drawn from experienced pastoral staff, observations and conversations with students and parents. We are focusing our efforts on ensuring our students attend well, enjoy the best possible provision in the classroom and are challenged and supported in their academic and personal endeavours while in school. Our learning-led approach considers attainment on all levels and will intervene according to need and not just label. We believe that by continuously improving our teachers' planning and teaching our disadvantaged students are disproportionately benefitting from our carefully planned, knowledge-rich and mastery focused curriculum journeys, aiming to view our provision through the lens of our most disadvantaged students.

One of our key principles is that our classrooms are inclusive, and we are mindful of individual needs arising as a result of challenges beyond any label. Curriculum offer and our teaching and learning strategy aim to provide consistency and equity, especially for our disadvantaged students. We strive hard to ensure that classroom climates are calm, well-structured, and accessible to all of our students. We strongly believe that good attendance, consistent teaching and learning, coupled with secure self-regulation will disproportionately lift our disadvantaged pupils. In our strategy, we will aim to strike a balance between bespoke interventions where needed and removing common challenges for all students.

We want to be collectively responsible for improving our disadvantaged students as learners and as citizens of our school community by supporting them on all levels. Support staff, tutors, teachers, middle leaders and senior leaders have a shared commitment to ensure that all our students experience academic and personal success, proudly belonging to our school community.

We have included the recovery premium in our pupil premium strategy, allowing us to develop coherent, sustainable structures and processes supporting our high expectations and ambitions for our most disadvantaged students beyond recovery from the current pandemic.

Our pupil premium strategy is integral to our wider school development plan which is focused on building a brighter future for all our students, irrespective of their backgrounds.

## Challenges

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

Challenge number	Detail of challenge
1	Recent standardised reading tests have shown that 50% of our disadvantaged (DA) students (34% non-DA) students have a reading age of more than 12 months below their chronological age. This is the first time all students have been tested and the gap in reading ages affect all year groups. Being able to read is a prerequisite to reading to learn, affecting our disadvantaged students disproportionately.
2	Attendance data shows a gap of 5.1% (year to date) between DA and non-DA students. Our internal assessment data shows that attendance and progress positively correlate, particularly for our disadvantaged students.
3	Classroom climates have benefited from our streamlined behaviour management strategy which is well navigated by students and teachers. However, lesson observations, student and teacher interviews have indicated that disadvantaged students are often too passive, asking too few questions and do not have enough opportunities to discuss and reason their thinking and to practice using a rich vocabulary. While we will not misinterpret student engagement as a proxy for deep learning, we know that frequent, high-quality teacher-pupil and pupil-pupil interactions positively impact attainment.
4	Lockdown has deprived students of opportunities to socialise and to mix with their peers. Students have not had the opportunity to socialise in after-school activities due to the consequences of the current pandemic. Lack of out-of-school opportunities have resulted in a sense of disconnection, affecting our students from insecure homelives disproportionately. We know from pre-pandemic experiences, that a strong sense of belonging correlates positively with attendance, progress and attainment. This has affected our disadvantaged students particularly with 90% of our DA cohort being currently in receipt of free school meals.
5	Students have experienced lockdowns learning very differently. Our DA students come often from financially insecure homes with persistent poverty and lack of academic support. In line with the national picture, students have significant gaps across all subjects, especially in core subjects. These gaps are proportionally larger in our DA students, especially when coupled with SEND needs.
6	While we know that all our parents have supported our students as best as they could, we have observed a significant decrease in terms of our students' ability to self-regulate, to cope with their own emotions and to resolve conflict productively. As a result of social isolation during lockdown, students often lack the strategies and the vocabulary to relate, negotiate and compromise, resulting in frustrations affecting their attainment and outcomes.

## 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 reading comprehension skills and increased vocabulary among disadvantaged students in all year groups.	<p>60% reduction of disadvantaged students with a reading age of more than 12months by the end of this current plan 2024/25.</p> <p>Reduction in students requiring basic phonics intervention.</p> <p>Teachers can recognise an improved ability to read to learn and a broader range of vocabulary, both verbally and in written work, across all subjects.</p>
The attendance of disadvantaged students is increasing sustainably and the gap between DA and non-DA students' attendance is diminishing.	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 3%</li> <li>• Persistent absence significantly reduced and no higher than 6%</li> <li>• Improved punctuality to all lessons, especially of our disadvantaged students</li> <li>• Clear and consistent expectations around attendance are communicated to students and parents and backed up with a full range of local authority support.</li> </ul>
Improved attainment of disadvantaged students with a focus on core subjects.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• an average Attainment 8 of disadvantaged students is improving in line with non-disadvantaged students</li> <li>• the attainment gap between disadvantaged and non-disadvantaged students is diminishing, especially in core subjects.</li> <li>• Quantitative targets will be refined in the academic year 2022/23, once headline data is available from national exams in 2021/22.</li> </ul>
Improved self-regulation, well-being and greater independence of all learners, especially those who are disadvantaged.	<p>Observation, student and teacher voice confirm improved confidence, self-belief, resilience and effort. This is confirmed by improved attitude data and decreased behaviour incidents. The number of disadvantaged students participating in extra-curricular activities has increased significantly.</p>

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: £147,329

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased staffing in English to introduce and teach a dedicated oracy curriculum</p>	<p>We know that students need a broad, rich vocabulary to access content in all subject areas. Observation and national studies have shown that despite online lessons, students did not have enough opportunities to practice verbal exchanges, experience rich and fruitful discussions with peers. Being able to verbally reason and successfully grapple with complex content improves students' self-belief and translates positively into written work and overall attainment. We therefore have committed curriculum time in Y7 to a dedicated Oracy lessons with a cross curricular syllabus. This is facilitated by specialist staff from the English department.</p> <p>In addition, all departments have subject-specific reading strategy aiming to immerse children in multiple, meaningful interactions with language on all levels, thus making high level of literacy a joint responsibility across our school.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	<p>1,3,4</p>
<p>CPD focused on planning for direct instruction, active student participation and mastery</p>	<p>In order to deliver our knowledge rich, mastery focused curriculum journeys, staff are peer-planning (Pyramid Planning) how to best deliver key content directly and how best to facilitate active student participation, involving timely and habit-changing feedback. Whole school strategies such as RUCKSACK and Agile Teaching ensure consistent learning experiences for students.</p> <p>Lesson planning is especially sensitive to the needs of our most disadvantaged students by considering cognitive load, teaching for memory and adaptations needed for students with SEND needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	<p>1,3,6</p>

Enhancement of teacher modelling of content	<p>Purchase of visualisers and corresponding training of staff to improve modelling of problem solving and high-quality written responses. Careful demonstration and sharing of teachers' thought processes when answering questions has been shown to improve students' metacognition, self-regulation and increased confidence.</p> <p><a href="https://researchschool.org.uk/bradford/news/should-i-use-a-visualiser-to-model-writing">https://researchschool.org.uk/bradford/news/should-i-use-a-visualiser-to-model-writing</a></p>	1,3,5
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £49,928

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing in maths to flexibly intervene alongside the curriculum (Inclusion of recovery premium)	<p>To address gaps in maths and English, especially in our disadvantaged students, increasing staff capacity is being used in flexible groupings, following the same content. In-school experience has shown that this is one of the most effective strategies in addressing both lack of confidence and low attainment, especially in students from a disadvantaged background.</p> <p><a href="https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf">https://educationendowmentfoundation.org.uk/public/files/Publications/Pupil_Premium_Guidance_iPDF.pdf</a></p>	3,5,6
Increasing staffing in English to facilitate reading intervention (inclusion of recovery premium)	<p>Specialist staffing in English has been committed to improve students' reading ages, with a particular focus on disadvantaged students with a reading gap of more than 12 months.</p> <p>Resources have been committed to annual reading age tests over the course of this plan to ensure sustainable outcomes, enabling early intervention and addressing the potentially misleading assumption of secure reading at transition from KS2/3.</p> <p>Significant investment has been made to increase the availability of reading material improve reading across all year groups.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1,5
School-based alternative provision	<p>Not all students are able to cope in a mainstream classroom. To provide some of our most vulnerable students within school, specialist school subject staff offer alternative provision on-site. This provision allows all students to belong while accessing</p>	All

	<p>appropriate provision. Main school classroom climates are calm and productive which benefits our disadvantaged students disproportionately. In addition, subject staff gain invaluable experiences into inclusive education which translates productively into their departments' planning and teaching, and thus all students' learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a></p>	
School-led tutoring for small groups in Y11 core subjects	<p>Based on our experience, small group tuition is the most effective means to close specific gaps, identified by our internal assessment strategy. This intervention strategy is closely aligned with classroom content and delivered by our own staff. We are working with National Tutoring Programme to increase capacity among our school-led tutors.</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p><a href="https://nationaltutoring.org.uk/schools/school-led-tutoring/">https://nationaltutoring.org.uk/schools/school-led-tutoring/</a></p>	3,5

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

Budgeted cost: £61,955

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support to improve students' emotional resilience and social skills via an in-school programme (activities and conversation based).	<p>Some of our disadvantaged students have significant emotional needs and mental health challenges which has a detrimental effect of their attendance.</p> <p>In line with CAMHS guidance on emotionally based school avoidance (EBSA), efforts focused on building resilience and coping mechanisms are effective in helping students to return to school and to manage their challenges.</p> <p><a href="https://documents.hants.gov.uk/childrens-services/EBSA-good-practice-guidance.pdf">https://documents.hants.gov.uk/childrens-services/EBSA-good-practice-guidance.pdf</a></p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	2,4,6
Specialist extra-curricular programme designed to provide coaching, mentoring,	<p>Lockdown has diminished the opportunities for students to attend after school sports activities which are associated with belonging, connection and raised self-esteem. Sports activities also provide good opportunities to offer students mentoring and role models which benefit our disadvantaged students from socio-economically insecure homelives.</p> <p>Additional directed time has been set aside to allow all teachers to offer extra-curricular opportunities beyond PE.</p>	2,4,6

and belonging	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	
Staff investment to improve attendance and diagnostic of attendance barriers	<p>Good attendance is critical to attainment. In-school evidence has shown that a swift, responsive approach to absence, coupled with parent engagement and a careful diagnosis of underlying causes effectively reduced absenteeism. Responsibility for attendance is allocated broadly across academic and pastoral staff, ensuring consistency of expectation and approach.</p> <p>School-based experience has shown successful transitions from long term absenteeism to full time participation in education, via our school based alternative provision facility (Pathways).</p> <p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.</p>	2,4,6
Fund for discretionary spending	We want to remain in the position to swiftly act when small scale monetary intervention is needed to avert hardship or further disadvantaged of a student.	All

**Total budgeted cost: £259,212**



## 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 2020 to 2021 academic year.

Aldworth School has experienced a change of leadership in the academic year of 2020/21. Supported by LA, the school has entered an informal federation with Court Moor School in Fleet. Overseen, by an executive head and deputy head, the school improvement strategy has focused on re-establishing positive classroom climates, effective classroom provision and a sense of belonging for students and staff. Staff have reviewed curricula and adopted a lean, mastery focused planning, teaching and assessment and feedback system which now allow lessons to be planned and delivered with access for all students in mind. Encapsulated in memorable acronyms such as RUCKSACK (Rapid Accumulation of Concepts and Knowledge) and Agile Teaching (with mini whiteboards, no hands up and split screen teaching at its heart), all students can thrive and progress, with our most disadvantaged students benefiting disproportionate from the strategic changes. Additional provisions have been made for a small set of students who struggle to cope in classrooms, and we are proud to develop this alternative provision on site as part of our wider school community.

With more than a third of our school community in receipt of free school meals, we have focused on improving our students as learners and have spent the past year focusing on setting the right framework which serves our students' needs instead of purely intervening at the label. While we are lifting all boats with this rising tide, we are also ensuring that all our boats are swept up with a now increasingly more targeted set of activities. We have worked hard in the academic year of 2020/21 to establish foundations and to add staffing capacity on all levels, most notable with the addition of Heads of Years who target attendance, behaviour modification, progress and belonging and a dedicated pupil premium coordinator who facilitates the analysis and diagnosis of internal assessment data. This additional capacity will allow us to improve the outcomes of our disadvantaged students sustainably and consistently.

The previously outline strategy reflects the next steps in our pupil premium strategy with is an integral part of our school development plan.

## 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
Accelerated Reader	Renaissance Learning