

## 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	Aldworth School
Number of pupils in school	876
Proportion (%) of pupil premium eligible pupils	32% (270 Ever 6, 13 Service)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/22 to 2023/24
Date this statement was published	September 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Chris Rice Headteacher
Pupil premium lead	Rachel Goldsworthy Assistant Headteacher
Governor / Trustee lead	Cepta Hamm & Garry Parker

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£262,330
Recovery premium funding allocation this academic year	£53,247
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	£315,577

## Part A: Pupil premium strategy plan

### Statement of intent

*You may want to include information on:*

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

We are concentrating on aspects teachers, support staff and leaders can have most impact on. We are focusing on supporting students with good attendance, and ensuring the best possible provision in the classroom. Our approach considers attainment at all levels and we will intervene according to need and not just label. The school aims to improve teaching, learning and outcomes through development of teachers' planning and 'Agile Teaching'. This approach supports all students but especially our disadvantaged students, who benefit from our knowledge-rich mastery approach.

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

We are collectively responsible for our disadvantaged students, and have a shared commitment to them as part of our ambitious inclusive 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 disadvantaged students beyond recovery from the current pandemic.

Our pupil premium strategy is integral to our school development plan, which is focused on building brighter futures and improving outcomes for all 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	Standardised reading tests (2021) have shown that 50% of our disadvantaged students (34% non-disadvantaged) student have a reading age of more than 12 months below their chronological age; disproportionately affecting access to the curriculum for our disadvantaged students.
2	During the 2021-22 academic year, there was a 7.5% gap in attendance between disadvantaged and non-disadvantaged students. Attendance and progress positively correlate, especially for disadvantaged students.
3	Classroom climates have benefited from our clear behaviour management strategy, which is well understood by students and teachers. However, lesson observations, and student and teacher interviews, have indicated that disadvantaged students are too often passive, asking too few questions, and do not have enough opportunities to discuss and reason their thinking and to practice using a rich vocabulary. Whilst we do 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 mix with their peers. They have not had the opportunity to socialise in after-school activities due to the pandemic. Lack of out-of-school opportunities contributed to a sense of disconnection, affecting students from insecure homelives disproportionately. Habits have been difficult to build back following successive lockdowns, but we know from pre-pandemic experiences that a strong sense of belonging correlates positively with attendance, progress and attainment.
5	Students experienced lockdown learning very differently. Our disadvantaged students often come 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 proportionately larger for our disadvantaged students, especially when coupled with SEND needs.
6	While we know that parents and carers have supported students as best they could through challenging times, 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 and poor behaviour choices which affect 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
<p>Improve reading comprehension skills and increased vocabulary among disadvantaged students in all year groups.</p>	<p>60% reduction of disadvantaged students with a reading age of more than 12 months below their chronological age by the end of this current plan (Summer 2024).</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>
<p>The attendance of disadvantaged students is increasing sustainably and the gap between disadvantaged and non-disadvantaged students' attendance is diminishing.</p>	<p>Sustained high attendance in 2023/24 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, which are communicated to all students and parents and backed up with a full range of local authority support.</li> </ul>
<p>Improved attainment of disadvantaged students with a focus on core subjects.</p>	<p>2023/24 outcomes demonstrate the disadvantaged pupils achieve:</p> <ul style="list-style-type: none"> <li>• An average Attainment 8 score improving in line with non-disadvantaged students</li> <li>• A closing attainment gap between disadvantaged and non-disadvantaged students, especially in core subjects</li> <li>• Quantitative targets, set following national exams each summer.</li> </ul>
<p>Improved self-regulation, well-being and greater independence of all learners, especially those who are disadvantaged.</p>	<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: £162,062

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue increased staffing in English to teach a dedicated oracy curriculum.	<p>We know that students need a broad, rich vocabulary to access content in all subject areas. Being able to verbally reason and successfully grapple with complex content improves students' self-belief and positively affects attainment.</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>	1,3,4
CPD focused on planning for direct instruction, active student participation and mastery.	<p>Supporting high quality teaching is pivotal in improving children's outcomes, and can narrow the disadvantage gap.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	1,3,6
Enhancement of teacher modelling of content.	<p>Technology can be used to improve the quality of explanations and modelling'. To get the most out of visualisers, they should be used for effective writing instruction.</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

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

Budgeted cost: £85,365

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increased staffing in Maths to flexibly intervene alongside the curriculum. (Including recovery premium)</p>	<p>Staff support students in flexible groupings, following the same content; addressing lack of confidence and attainment.</p> <p><a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>3,5,6</p>
<p>Increased staffing in English to facilitate reading intervention. (Including recovery premium)</p>	<p>Reading comprehension strategies, alongside phonics are a crucial component of early reading instruction. Effective diagnosis of reading difficulties is important in identifying possible solutions, particularly for older struggling readers.</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>	<p>1,5</p>
<p>School-based alternative provision.</p>	<p>Specialist provision is targeted to meet individual need and allow students to access the curriculum.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	<p>1,2,3,4,5,6</p>
<p>School-led tutoring for small groups in core subjects.</p>	<p>Small group tuition is effective when targeted at pupils' specific needs.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>  <a href="https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023/national-tutoring-programme-guidance-for-schools-2022-to-2023#School-led-tutoring">https://www.gov.uk/government/publications/national-tutoring-programme-guidance-for-schools-2022-to-2023/national-tutoring-programme-guidance-for-schools-2022-to-2023#School-led-tutoring</a></p>	<p>3,5</p>

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

Budgeted cost: £68,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral support to improve students' emotional resilience and social skills.	<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 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="https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions">https://www.eif.org.uk/report/adolescent-mental-health-a-systematic-review-on-the-effectiveness-of-school-based-interventions</a></p>	2,4,6
Specialist extra-curricular / enrichment programme designed to provide coaching, mentoring, and belonging.	<p>Lockdown has diminished opportunities for students to attend activities associated with belonging, connection and raised self-esteem. Extra-curricular activities are important to young people and result in a range of positive outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p> <p><a href="#">Social Mobility Commission: An Unequal Playing Field: Extra-Curricular Activities,</a></p>	2,4,6
Additional staffing to improve attendance and diagnostic of attendance barriers.	<p>Good attendance is critical to attainment. School-based evidence, embedding the principles of good practice set out in the DfE's 'Improving School Attendance' guidance, has shown that a swift, responsive approach to absence, coupled with parent engagement and a careful diagnosis of underlying causes effectively reduced absence.</p> <p><a href="#">DfE: Improving School Attendance</a></p> <p><a href="#">EEF: Attendance Interventions</a></p>	2,4,6
Fund for discretionary spending.	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1,2,3,4,5,6

**Total budgeted cost: £315,577**

## 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 2021 to 2022 academic year.

Our work over the last couple of years has focused on re-establishing positive classroom climates, effective classroom provision, and a sense of belonging for students and staff. Teachers have reviewed curricula and adopted a lean, mastery focused planning, teaching and assessment and feedback system, which supports in planning lessons with the needs of 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), our approach focuses on solid pedagogy which allows all students to thrive and make progress, while disadvantaged students benefit disproportionately from the strategic changes. Additional provisions are in place for a small number of students who struggle to cope in classrooms, and we are proud to develop this provision on site as part of our ambitious inclusive community.

36 students had 1:1 phonics intervention last year (predominantly from Years 8 & 9). Of those students, all but 4 of them succeeded in being able to read the 44 sounds of the English language within simple texts. On Burt reading tests (which just assess their ability to read and sound out individual words correctly) significant progress was made with reading ages increasing by 2 years on average. This has not necessarily translated to the NGRT reading age data however, as this assesses vocabulary, comprehension and inference. Of our 3 Year 11 students who received phonics intervention, all achieved on or above their target grade in English.

An ambitious attendance strategy has been implemented with additional pastoral capacity. This work now needs to be embedded to see an improvement in attendance for all students. There is a smaller gap between disadvantaged and non-disadvantaged students' attendance in lower year groups.

Attainment 8 from 2019 to 2022 improved for disadvantaged students in line with the improvement non-disadvantaged students, each improving by over 3 grades on average per student.

It is difficult to compare behaviour incidents to previous years due to our higher expectations and the new behaviour system. However, we aim to see a reduction in behaviour incidents over this academic year. Extra-curricular participation has increased post-lockdown and we are aiming to build on this.

## Externally provided programmes

Programme	Provider
Accelerated Reader	Renaissance Learning