

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

Detail	Data
School name	Alderman Knight School
Number of pupils in school	224
Proportion (%) of Pupil Premium eligible pupils	30% (67pupils)
Academic year/years that our current Pupil Premium Strategy Plan covers (3 year plans are recommended)	2021-2022 2022-2023 2023-2024
Date this statement was published	October 2022
Date on which it will be reviewed	September 2023
Statement authorised by	Hannah Shaw and Clare Steel
Pupil Premium lead	Kelly Weston
Governor / Trustee lead	Tina Clark

Funding overview

Detail	Amount
Pupil Premium funding allocation this academic year	£73,000
Recovery Premium funding allocation this academic year	£47,000
Pupil Premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£120,000

Part A: Pupil Premium Strategy Plan

Statement of intent

The Pupil Premium 2021-2024 priorities are part of a three year strategy to ensure the best support is in place for maximising progress for the most vulnerable and disadvantaged pupils. This is in addition to our core provision.

As a school, we have responsibility to use this funding to 'narrow the gap' for this specific cohort of learners. The Pupil Premium Funding will be used in different ways for different cohorts of learners depending on the individual priorities that we have identified.

Our aim is to use Pupil Premium Funding to help us achieve and sustain positive outcomes for our disadvantaged pupils which in turn benefits all pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, and historically, the data over a number of years show that we do not see a great variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points). However, we are aware of certain challenges for this group of pupils, particularly in terms of their social, cultural capital, and out of school opportunities.

At the heart of our approach is high-quality teaching focussed on areas that disadvantaged pupils require it most, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches, such as high-quality teaching. Implicit in the intended outcomes detailed below, is the intention that outcomes for non-disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure that high-quality work experience, careers guidance, and further and higher education guidance is available to all which is why we have added an additional outcome in this area for 22-23.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for adulthood.

Challenges

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

Challenge number	Detail of challenge
1	Our assessments show that over a number of years disadvantaged pupils make the same amount of progress compared to their starting points than non-disadvantaged pupils at Alderman Knight School. In many cases the data shows they make better progress than their peers. This is in contrast to national data. However, the academic attainment of the vast majority of pupils is below expected expectations in English, Maths and Science for the majority of pupils due to their special educational needs and learning barriers.
2	All pupils in the school have communication and interactions needs, which impact on academic attainment and personal and social development. Pupils have challenges around communicating and expressing their needs, including social interaction difficulties.
3	The school has identified that engagement and attendance is especially important for pupils who have complex needs and social emotional mental health issues, which can impact on attendance, behaviour and learning. Our data shows that pupils in receipt of

	PP funding have slightly lower attendance compared to Non-PP (more details are given in the review of 21-22 below). Our observations and discussions with pupils and families demonstrate that the education, wellbeing and wider aspects of development of many of our disadvantaged pupils have been impacted by the pandemic to a greater extent than for other pupils. These findings are backed up by several national studies
4	Disadvantaged pupils may lack the same range of extra curriculum opportunities which has been further impacted by the COVID pandemic. Through observations and conversations with pupils and their families, we have found that disadvantaged pupils generally have fewer opportunities to develop cultural capital outside of school.
5	Our assessments, observations and conversations with pupils indicate that disadvantaged pupils often require additional support to develop personal skills and independent living skills e.g. independent travel and life skills.

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
Improve pupil attainment and progress in core subjects of English, Mathematics and Science relative to their starting points as identified through baseline assessments.	Pupils make good/outstanding progress in English, Maths and Science across the different key stages as measured by school assessment data and national assessments and qualifications.
Pupils improve their communication and interaction skills to become confident communicators in a range of different situations	Pupils make good/outstanding progress against their individual EHCP outcomes
Pupils have access to appropriate support and counselling to help them cope more effectively with anxiety and manage change more effectively so that their behaviour and attendance improves.	Pupils attendance increases and behaviour incidents decrease. Amount of time in lessons focused on learning increases.
Pupils have a broader range of experiences and opportunities and therefore engagement in learning is increased. Pupils make progress with both their academic and their personal and social development.	Pupils attendance and behaviour in school increases and therefore pupils make progress with their personal and social development which is measured through their IEP and EHCP targets.
Disadvantaged pupils feel better prepared for career progression and /or further education opportunities and preparation for adulthood through mentoring, work experience and additional independence and life skills opportunities.	All pupils enter further education, training or employment at the end of their time at AKS. Pupils and parents and carers feel they are fully prepared for the next stage in their lives.

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: £ 40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments with training for staff to allow for accurate baseline assessments.</p> <p>Baseline testing carried out via LASS diagnostic assessment and investigation of other suitable assessments for pupils with SEND.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1 and 2
<p>Training for staff on communication and interaction and understanding language provided by the Speech and Language team</p>	<p>Language and literacy are closely related. Language is especially important in the Early Years and KS1. Many of our pupils are working at this level in our primary department. This continues to be important through primary and secondary education. Many of the secondary teachers who are new to the school find understanding language training important when making the move from mainstream to special education.</p> <p>Educational Support for Children with Developmental Language Disorder (DLD) (speechandlanguage.org.uk)</p> <p>The EEF's science literature review found that students reading capability was the best predictor of later science achievement. We also know that a focus on language and literacy is especially important for pupils with English as an Additional Language.</p>	1 and 2
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<p>Phonics approaches have strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils.</p> <p>Literacy EEF (educationendowmentfoundation.org.uk)</p>	1 and 2

<p>Including subscription of training package and resources for RWI phonics and fresh start online package.</p> <p>Training for TAs and HLTAs to undertake literacy and numeracy interventions.</p> <p>Purchase of Accelerated Reader package (Word reading and Comprehension)</p>	<p>Phonics EEF (educationendowmentfoundation.org.uk)</p> <p>Fresh Start EEF (educationendowmentfoundation.org.uk)</p> <p><i>The EEF study found that Year 7 pupils who were offered Accelerated Reader made 3 months' additional progress in reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months' additional progress.</i></p> <p>Accelerated Reader EEF (educationendowmentfoundation.org.uk)</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund CPD for staff to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes:</p> <p>Improving Mathematics in Key Stages 2 and 3 EEF (educationendowmentfoundation.org.uk)</p>	1

Targeted academic support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £ 65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions for Literacy and Numeracy for identified pupils</p>	<p>Language and literacy provide us with the building blocks not just for academic success, but for fulfilling careers and rewarding lives.</p> <p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 2 and 3

	<p>One to one tuition EEF (educationendowmentfoundation.org.uk) Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk) Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	
ELSA intervention for specific pupils	<p>ELSA intervention has been developed and delivered as an individualised support programmes to meet the emotional needs of children and young people at school. It recognises that children learn better and are happier in school if their emotional needs are also addressed. This intervention is now widely implemented by educational psychologists across Britain.</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 and 5
Mentoring for specific pupils	<p>Dedicated time and support for pupils to work through concerns, issues and worries with a trained member of staff.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 and 5
Bespoke pastoral support from for specific pupils	<p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p> <p>Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Behaviour interventions EEF (educationendowmentfoundation.org.uk) Mentoring EEF (educationendowmentfoundation.org.uk)</p>	1, 2, 3 and 5
Pastoral support for pupils needing to improve their school attendance. This will involve training for staff to develop and	<p>Embedding principles of good practice as set out in Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	1, 2, 3 and 5

implement new procedures and appointment of AHT with overall responsibility for Attendance.		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from Headsight and Trauma Action Group which provides suite of qualifications in therapeutic practice and a range of tools and professional development programmes to build sustainable skills and capacity within the school.	<p>Training for pastoral staff in school to develop their therapeutic practice to support pupils emotional development.</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p>	3 and 5
Resources such as payment for food ingredients, swimming, peripatetic music lessons, horse riding and educational trips and activities.	Disadvantaged families are less likely to have access to funds to pay for educational trips, resources etc. This allows all pupils to access the same curriculum and life enriching opportunities.	1, 2, 3, 4 and 5

Total budgeted cost: £ 120,000

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.

Review of 21-22

Intended outcome 1 Improve pupil attainment and progress in core subjects of English and Mathematics

Our in school assessments show that over a number of years disadvantaged pupils make the same amount of progress compared to their starting points than non-disadvantaged pupils at Alderman Knight School. In many cases the data shows these pupils make more progress than their peers. This is in contrast to national data This data trend continues for 21-22 with PP pupils achieving similar (if not better) rates of progress in English and Maths at all Key Stages. All key stages at least 75% both PP and non PP pupils made good or better progress in English and Maths. According to the data more PP pupils (72%) compared to non PP pupils (42%) were entered for either GCSE English and Maths in year 11. A detailed analysis of the progress data is provided in the school evaluation for 21-22.

Intended Outcome 2 Pupils improve their communication and interaction to become confident communicators in a range of different situations. Pupils work on communication and interaction through personal social development in tutor time. All pupils have made progress with their communication and interaction skills and this is measured on an individual basis through their EHCP outcomes. Pupils have had the opportunities to experience different situations through the range of trips and visits put in place during 21-22.

Intended Outcome 3 Pupils have access to appropriate support and counselling to help them cope more effectively with anxiety and manage change more effectively and their behaviour and attendance improves. The behaviour and attendance data of the whole school cohort was analysed in detail. There has been a decrease in the proportion of behaviour accountable to Pupil Premium Pupils from 2020 – 2021 to 2021 – 2022 (from 50% to 32%) for the population of PP pupils.

Attendance data shows that PP pupils have slightly lower attendance percentages than non-pp for 21-22. The average attendance figure for PP pupils in primary was 88.4% compared to 90% for Non-PP. The average attendance figures for secondary for PP pupils was 84% compared to 88% for Non-PP. A breakdown of the year groups is provided in the school evaluation report and PP report.

Intended Outcome 4 Pupils have a broader range of experiences and opportunities and engagement in learning is increased. During 21-22 we re-introduced a range of trips, visits and opportunities with over 238 taking place across the school in the later parts of the year to make up for lost opportunities over the pandemic. At the beginning of the year due to staff absence and restrictions the number of visits and trip was minimal, rising to 105 during term 6.

Overall we have made good progress towards the intended outcomes set in the plan for 21-22 and we will continue working towards the outcomes in 22-23. A further outcome which is focusing on making sure disadvantaged pupils feel better prepared for career progression and/or further education opportunities and preparation for adulthood through mentoring, work experience and additional independence and life skills opportunities, has been added to reflect the ongoing work in this area.

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
RWI Phonics and Fresh Start	Ruth Miskin Literacy
White Rose Maths Primary and Secondary	White Rose
Purple Mash	2 Simple
National Online Safety	National Online Safety

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?	We receive a very small number of number (3) of pupils who received the Service Pupil Premium allocation and these pupils access the same support and provision highlighted above.
What was the impact of that spending on Service Pupil Premium eligible pupils?	All three of these pupil made Good or Outstanding progress in English and Maths across 21-22 apart from one pupil who is receiving additional support in Maths.