

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	Alderman Knight School
Number of pupils in school	235
Proportion (%) of pupil premium eligible pupils	31.9% (75 pupils)
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 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Clare Steel
Pupil premium lead	Kelly Weston
Governor / Trustee lead	Tina Clark

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£83,955
Recovery premium funding allocation this academic year	£94,428
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£16,003
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	£194,386

Part A: Pupil premium strategy plan

Statement of intent

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

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. Data from the past few years has shown that socio-economic disadvantage is not always the primary challenge our pupils face, as we do not see a great difference in the outcomes for disadvantaged pupils across the school when compared to their peers. 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 our disadvantaged pupils require 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.

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	Engagement and attendance- Continuing issues with pupils who have complex needs and social emotional mental health issues, which impact on attendance, behaviour and learning. Our data shows that pupils in receipt of PP funding have slightly lower attendance compared to Non-PP.
4	Disadvantaged pupils may not have access to the same range of extracurricular opportunities. 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, e.g., independent travel.

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 pupils' attainment and progress in core subjects of English, Maths and Science relative to their starting points as identified through baseline assessments.</p> <p>Addition for 23/24 Improve access to our curriculum for all pupils by overcoming common barriers to learning including literacy skills, numeracy skills, IT skills and improving the range of assistive technology available to pupils (SIP Objective 1)</p>	<p>Pupils make good/outstanding progress in English Maths and Science across the different key stages as measure by school assessment data and national qualifications.</p> <p>Addition for 23/24 Pupil's basic skills across the areas of literacy, numeracy and IT will have improved so they can better access the broader curriculum making good or outstanding progress</p>
<p>Pupils improve their communication and interaction skills to become confident communications in a range of different situations</p> <p>Addition for 23/24 Pupils' confidence, self-esteem, resilience and self-belief improve through an exciting range of activities, opportunities and experiences across the school year. (SIP Objective 3)</p>	<p>Pupils make good/outstanding progress against their EHCP outcomes</p> <p>Addition for 23/24 Pupils are able to demonstrate the communication skills they show in school in the wider community and unfamiliar situations</p>
<p>Pupils have access to the appropriate support to help them cope more effectively with anxiety and manage change more effectively so that their behaviour and attendance improves.</p> <p>Addition for 23/24</p>	<p>Pupils attendance increases and behaviour incidents decrease. Amount of time in lessons focused on learning increases.</p> <p>Addition for 23/24</p>

<p>Pupils' confidence, self-esteem, resilience and self-belief improve through an exciting range of activities, opportunities and experiences across the school year. (SIP Objective 3)</p>	<p>Pupils are also able to demonstrate the resilience they show in school in the wider community and unfamiliar situations</p>
<p>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. Addition for 23/24 Pupils have enhanced opportunities for leadership across the school to improve their confidence, self-esteem, resilience and self-belief (SIP Objective 3)</p>	<p>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. Addition for 23/24 A greater number of pupils take part in leadership activities leading to an improvement in their confidence, self-esteem, resilience and self-belief</p>
<p>Disadvantaged pupils feel better prepared for career progression and /or further education opportunities through mentoring, work experience and opportunity. Addition for 23/24 Pupils will have enhanced opportunities for work experience at KS4 and interactions with employers and the local community across the school. (SIP Objective 3)</p>	<p>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. Addition for 23/24 KS4 pupils have an increased number of opportunities for interactions with employers and the local community and where appropriate an opportunity to experience work placements</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: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments with training for staff</p> <p>Baseline testing carried out via LASS diagnostic assessment</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 </p>	<p>1 and 2</p>

<p>and CEM Assessments (MiDYIS and YELLIS)</p>	<p>Education Endowment Foundation EEF</p>	
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Renewing subscription for RWI phonics and Fresh Start online packages. Including the training and resources package.</p> <p>Renewal of the Accelerated Reader package</p> <p>Introduction of two new posts Reading Coordinator and Accelerated Reader and Library Coordinator</p> <p>English Subject Lead Completing the National Professional Qualification in Leading Literacy</p>	<p>Phonics and prioritising 'disciplinary literacy' across the curriculum both have strong evidence base that indicates a positive impact on reading and literacy.</p> <p>EEF - Literacy review</p> <p>EEF - Phonics EEF - Fresh Start Phonics DFE - Validated phonics</p> <p>EEF - Accelerated Reader</p> <p>These posts promote a love of reading and ensure that literacy is forms part of the curriculum considerations for all departments across the school.</p> <p>EEF - Literacy in Secondary Schools</p> <p>There is strong evidence that completing the NPQLL supports leaders giving them a comprehensive evidence base to apply effectively in school, to improve literacy and outcomes for pupils.</p> <p>National Literacy Trust - policy and guidance</p>	<p>1 and 2</p>
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>Funding 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>There is strong evidence that high-quality professional development for teachers has a significant effect on pupils' learning outcomes and provides a cost-effective impact on attainment.</p> <p>There is strong evidence that teachers' pedagogical and content knowledge within specific subjects has a significant impact on pupil outcomes</p>	<p>1</p>

	DFE - Improving mathematics in Key stage 2 and 3	
Supporting the development and recruitment and retention of leaders through providing time to undertake National Professional Qualifications Subject Leader for English completing the NPQLL and AHT Teaching and Learning completing the NPQLT	There is strong evidence that high-quality professional development for teachers has a significant effect on pupils' learning outcomes and provides a cost-effective impact on attainment. The NPQ frameworks have been developed using all the available evidence that exists on effective professional development for teachers and leaders. Evidence-based training allows quality teaching to be demystified and adopted by more teachers, informed by the science of learning. EEF - Effective Professional Development Guidance Education Policy Institute et al - CPD review	1, 2, 3 and 5
Supporting the development and recruitment and retention of staff through professional development of evidence-based approaches in Phonics and reading and the creation of new coordinator posts in reading and Accelerated Reader/ Library	EEF - Phonics EEF - Fresh Start Phonics DFE - Validated phonics	1 and 2

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

Budgeted cost: £ 82,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
A highly qualified intervention practitioner (1 day a week)	Targeted interventions to support young people to develop their social emotional skills involving working with individuals and small groups. To support this targeted approach the intervention practitioner is also upskilling school staff to ensure the support can be replicated at the universal level as well.	1, 2, 3 and 5

	EEF - Social and emotional learning	
Mentoring for specific pupils	Mentoring for young people with a trained member of staff to support building confidence relationships, resilience and character and raise aspirations. EEF - Mentoring	1, 2, 3 and 5
Bespoke support from trained pastoral team members Additional trained staff to increase the capacity of the pastoral team	1:1 and small group targeted support for pupils identified as needing additional encouragement to learn effectively. EEF - Behaviour interventions EEF - Mentoring EEF - Social and emotional learning	1, 2, 3 and 5
Pastoral support for pupils needing to improve their school attendance.	Embedding principles of good practice as set out in Working together to improve school attendance - GOV.UK (www.gov.uk)	

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

Budgeted cost: £ 48,386

Activity	Evidence that supports this approach	Challenge number(s) addressed
Development of the school's afterschool club provision through the creation of a new paid post 'After School Club Coordinator)	Learning Hive - After school Clubs Nuffield Foundation and Newcastle University - Value of After School Clubs	4, 3 and 5
Resources such as paying for food studies ingredients, peripatetic music lessons, swimming, horse riding and educational visits	Disadvantaged families may be less likely to have access to funds to pay for educational visits and resources. Using the PP funds in this way allows all pupils to have access to the same curriculum and personal growth opportunities.	1, 2, 3, 4 and 5
The creation of an operational safeguarding role within the pastoral team.	This role supports multiagency working and home school communication through home visits and support. It also provides a more proactive and responsive support for all pupils especially disadvantaged pupils Working together to safeguard children	1, 2, 3, 4 and 5

<p>Embed the Mental Health Lead (AHT) role to ensure a whole school coordinated approach to mental health and wellbeing within school</p>	<p>Research indicates that taking a coordinated and evidence-informed approach to mental health and wellbeing leads to improved emotional health and wellbeing in children and young people, and greater readiness to learn.</p>	<p>1, 2, 3, 4 and 5</p>
<p>Creating a timetable that allows for additional tutor and Personal Social Development (PSD) curriculum time with a familiar, single tutor team.</p>	<p>Personal Social Development (PSD) underpins everything at Alderman Knight School. Additional PSD time (5 lessons a fortnight as well as tutor time twice a day) with familiar tutor teams fosters confidence within pupils and equips them with the skills to independently make safe, informed decisions – thus preparing pupils for the wider world</p> <p>Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p> <p>Review Evaluating the Impact of PSHE on Students' Health, Wellbeing and Academic Attainment</p>	<p>1, 2, 3, 4 and 5</p>
<p>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> <p>This includes staff completing:</p> <ul style="list-style-type: none"> • Trauma Action Programme • Level 2 Award in Developing Therapeutic Skills. • Level 3 in Applied Therapeutic Skills 	<p>Training for pastoral staff in school to develop their therapeutic practice to support pupils emotional development. Social and emotional learning strategies EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 3, 4 and 5</p>
<p>To appoint an attendance officer to refine procedures working with the AHT with overall responsibility for attendance</p>	<p>Embedding principles of good practice as set out in Working together to improve school attendance - GOV.UK (www.gov.uk)</p>	

Total budgeted cost: £ 194,386

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.

Review of 2022/23

Intended Outcome 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 more progress than their peers. This is in contrast to national data.

For 2022/23 the data shows this is the case with KS3 English and Maths data, where PP pupils achieving good or better progress is approximately 10% above non PP pupils. For Science PP pupils still outperform non PP pupils, but by a smaller margin (nearly 6%)

At KS2 there is an increase in the percentage of PP pupils making good or better progress in the three core subjects in 2022/23 compared to 2021/22. The small numbers of pupils receiving the premium funding at KS2 affects the data and as a result this should be used with caution.

For 2022/23 the achievement of Year 11 pupils receiving PP is almost identical to Non PP pupils across the three core subjects. This is also true when the achievements of pupils are compared across the non core subjects offered.

Intended Outcome 2

Pupils work on communication and interaction through personal social development in tutor time and through additional responsibilities such as young leaders, peer mentors, school council and house captains.

All pupils have made progress with their communication and interaction skills, and this is measured on an individual basis through their EHCP outcomes. One Year 7 pupil stated being on the school council *'improves my confidence to talk to lots of other people. In my old school I wouldn't talk to lots of people, but here I can. The school council helps pupils to feel comfortable and not make them feel nervous'*. Whilst a Year 9 pupil said *I didn't want to be it (school council representative) at first as I don't like talking in front of other people. My confidence has improved with talking in front of others now.*

Pupils have also had the opportunity to use their increased confidence and communication skills in unfamiliar situations through the range of trips and visits put in place during 2022/23, such as visits to Cheltenham Town Football Club and Special Schools Athletics competitions.

Intended Outcome 3

Pupils have access to appropriate pastoral support and counselling to help them cope more effectively with anxiety and manage change more effectively. During 2022/23 this included 1:1 mentoring, Bereavement Support, ELSA (Emotional Literacy Support Assistant) and therapeutic well-being pastoral support.

There has been a decrease in the proportion of behaviour accountable to Pupil Premium Pupils since 2020/21 by 24% overall and 6% in the last year between 2021/22 and 2022/23. 26% of

the total behaviour incidents recorded during 2022/23 can be attributed to Pupil Premium Pupils whereas 73% can be attributed to non-pupil premium pupils. The decrease seen during 2022/23 with regards to behaviour demonstrates pupils behave well as they are supported by the pastoral provision that is offered within school. In September 2022 we increased the size and capacity of the pastoral team this has ensured that pupils settle well within the school environment and ensured there is always a consistent level of pastoral support across the school.

The average attendance for pupils in primary in receipt of PP grant was 94.51% compared to 95.34% for Non-PP. The average attendance figures for secondary for PP pupils was 85.50% compared to 91.84% for Non-PP. There is a more detailed breakdown of attendance for each Year Group within the Pupil Premium Report.

Intended Outcome 4

Pupils have a broad range of experiences and opportunities at Alderman Knight School through promotion of personal growth and teachers desire to provide pupils with a range of activities, opportunities and experiences which enrich the traditional curriculum offer. During 2022/23 there have been a range of trips, visits, external speakers and other opportunities with over 300 taking place across 2022/23. Some of the highlights have been primary pupils working with local care home residents, sharing reading books and inclusive sports such as boccia and Kurling and the whole of Year seven attending the Medieval Festival. Further information regarding the work pupils from Alderman Knight School carry out within the community can be seen on the community page of the website.

We have made good progress towards this outcome but want to enhance this offer further. This is being developed through the school improvement plan, objective 3. Extending opportunities for personal growth of all pupils through supporting and helping others

Intended Outcome 5

Pupils have had a wide range of opportunities to enhance their life chances following their time at Alderman Knight School. Pupils in KS4 and above have a number of employer visits throughout the year and all Year 10 pupils took part in a successful mock interview day at The University of Gloucestershire. Pupils are also supported through the schools collaborative work with the Preparation for Adulthood (PFA) and transitions collective from Gloucestershire which consists of Forwards, AIM Supported Internship Coordinator, Independence Travel Training Team, Future ME and Gloucestershire's Local Offer. As well as supporting the pupils and their families this collective has also supported staff so that they are better able to support young people with preparing for adulthood targets in their EHCPs and next steps.

In addition, Alderman Knight School has also secured the Gatsby Benchmark for Careers education across the school. The school has successfully met the standards for all eight of the benchmarks exceeding the national average which stands at 5.3.

Summary

Overall, we have made good progress towards the intended outcomes set in the plan for 2022/23 and we will continue working towards the outcomes in 2023-24. Outcomes have been updated for 2023/24 to ensure the PP strategy is in line with the school improvement plan. Through a single, consistent approach to improvement across the school it is felt that enhanced progress will be made towards the objectives and outcomes and ultimately towards pupil progress.

Externally provided programmes

Programme	Provider
RWI Phonics and Fresh Start	Ruth Miskin Literacy
Purple Mash	2 Simple
National College (inc National online safety)	The National College
Accelerated Reader	Renaissance
White Rose Maths (Primary and Secondary)	White Rose
Maths Pad	Maths Pad
SENECA	SENECA

Service pupil premium funding (optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We have a very small number of pupils who received the Service Pupil Premium allocation (3) and these pupils access the same support and provision highlighted above.
What was the impact of that spending on service pupil premium eligible pupils?	Two of these pupils made good or outstanding progress in maths and English. The third pupil did not meet expected standards. The pupil's attendance of below 50% severely affected his ability to achieve.