



## 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	Duke's Aldridge Academy
Number of pupils in school	1069
Proportion (%) of pupil premium eligible pupils	42.3%
Academic year/years that our current pupil premium strategy plan covers	1 year at present
Date this statement was published	November 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Principal, Monica Duncan
Pupil premium lead	Assistant Principal, Cecil Cameron
Lead Governor	Adam Watkin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£449,805
Recovery premium funding allocation this academic year	£68,295
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	<b>£8,988,000</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Duke's Aldridge Academy, we have high aspirations and ambitions for all our students. All staff recognise that being disadvantaged must not be seen as a barrier to success. We believe that no child should be left behind. We are determined to ensure that all our students are given every chance to realise their full potential through a programme of support delivered through and beyond the timetabled curriculum. The Pupil Premium Grant is welcomed to help the academy achieve this aim. The academy intends to continue to narrow the achievement gap between our disadvantaged students and other students. Our rationale is informed by our own evaluative practice. As such, our allocation of the Pupil Premium grant is based on the evidence that students from socially disadvantaged backgrounds:

- Benefit from enhanced access to opportunities for problem solving and developing creativity;
- Achieve more as a result of effective, personalised feedback both in written and spoken form;
- Benefit from smaller group size;
- Need to access mentoring programmes that develop confidence and positive character values;
- Achieve and attain as a result of personalised support rather than generalised strategy;
- Take up enhanced provision, make progress and succeed when they are included, rather than explicitly identified as a group receiving support apart from their peers.

As recommended by the EEF, we support students in making the best possible progress by:

- Quality first teaching for all
- Addressing behaviour and attendance
- Meeting the individual needs of students
- Deploying staff effectively
- Using data to track performance and to intervene accordingly
- Ensuring that staff have high aspirations for students

## Challenges

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

Challenge number	Detail of challenge
1	In some cases, students who have low reading scores find it hard to access and understand subject specific vocabulary
2	In some case, students struggle to work independently leading to progress and attainment gap in GCSE and vocational courses particularly in middle and low ability groups
3	To sustain good attendance of disadvantaged students in all intervention programmes
4	In some cases, high mobility due to socio-economic factor affecting consistency of provision
5	In some cases, a lack of routines including home reading, homework and having correct equipment
6	Impact of school closure due to COVID-19 pandemic – some students may not be in a secure place mentally/emotionally
7	Limited cultural capital

## 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 progress of SEND and KPP students	All students to make at least good progress from their starting point
All Year 11 PP students to leave Duke's with both Maths and English qualifications	Increase the % of 5+ Maths and English Increase the % of 4+ Maths and English
PP students make better progress due to receiving quality first teaching and learning	Lesson delivery is of high quality, i.e., using DDI and coaching to 'close the gap'
Increased levels of participation in the enrichment and extended curriculum	85% of Pupil Premium student participation in at least one enrichment and one extended curricular activity
Every disadvantaged student at the end of Year 11 to progress into education, employment or training	<1% NEETS

## Improve attendance rate of PP students in line with the rest of the school. Reduce the number of PP students classed as PA

Reduction by 50% the number of PP students whose PA is above the national average

To ensure that PP students at KS3 make the same progress in line with their peers

Enhance cultural capital of PP students by enabling participation

### 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: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality First Teaching	<ul style="list-style-type: none"><li>Coaching for all teaching staff and TAs</li><li>Additional PPA time for staff</li></ul>	2

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve student outcomes in core subjects English, Maths and Science	<ul style="list-style-type: none"><li>Additional Numeracy and Literacy classes for Year 7 students who are below their peers. Approximately 45 students</li><li>Withdrawal EAL groups set up in both KS3 and KS4 which has accelerated the pace of English acquisition for Stage 1 and 2</li></ul>	(2) £42,937  (1) £13,232

<b>Further Curriculum Support at Key Stage 4</b>	<ul style="list-style-type: none"> <li>• Saturday morning revision school January to March</li> <li>• Textbook provided for every Year 9 and 10 students in Maths</li> <li>• Students have access to Breakfast Clubs – supervised by support staff</li> <li>• Additional staffing to facilitate smaller groups in core subjects Sets 5 and 6</li> <li>• English, Maths and Science drop down days planned for Spring term (cover for Year 11 teachers)</li> </ul>	<p>(2_ £ 4,500</p> <p>5</p> <p>5</p> <p>2</p> <p>(2)</p>
<b>Literacy and Reading Boosters:</b> To use a range of literacy and reading strategies to improve reading levels and literacy throughout the academy, e.g., Accelerated Boosters	<ul style="list-style-type: none"> <li>• Accelerated Reader for all KS3 students and its baseline test Year 7-10. Accelerated Reader continues to provide a forum for KS3 students to develop reading and comprehension, i.e., built into 1/5 of English lessons per week</li> <li>• GLS Tests – Baseline data tests will provide us with a national benchmark for target setting and monitoring progress</li> </ul>	<p>(2) £ 8,622</p> <p>(1 &amp; 2 ) £10,223</p>
<b>T&amp;L Coaching Support</b>	<p>All teachers are coached to accelerate teacher development in line with the DAA Coaching Programme</p> <p>Coaching across all subjects has focused on classroom culture to provide structure, high expectations and develop skills such as resilience, self-awareness and regulation, and independence. Coaching has also been focused on ensuring the curriculum is implemented with rigour to provide students with subject specific academic skills and knowledge and improve literacy. Additionally, coaching has developed teachers' skills in data driven practices to ensure gaps in PP students' skills and knowledge are identified and closed using informed assessment and feedback practices.</p>	<p>1 &amp; 2</p> <p>£131,905</p>
<b>Year 11 PP Intervention</b>	<p>Targeted initiatives in Year 11 to raise attainment amongst PP students at GCSE and to overcome the barrier of low aspirations and lack of support networks and opportunities for additional tutoring – Support for targeted students in English, Maths, Science, Geography, IT</p>	<p>1, 2, 3</p> <p>£ 35,000</p>

	<p>Increase in 'in class' support for PP SEND students in option subjects, i.e., DT, Health &amp; Social Care</p> <p>PP Funding for provide printed independent study packs to enable PP students to progress further in EBACC subjects</p> <p>Intervention Maths lessons Saturday mornings – January to March 2022</p>	(4, 5)
<p><b>Pastoral Teams:</b> To continue to invest in the care, support and guidance of students in the academy through the effective deployment of skilled staff in the pastoral and guidance teams, internally and with external groups</p>	<ul style="list-style-type: none"> <li>Core team around each year group facilitates expert knowledge of year group and the team providing 100% wrap-around pastoral support and guidance, i.e., SSP Forum, School Counsellor sessions.</li> </ul>	<p>3, 4, 5, 6, 7</p> <p>£ 100,000</p>
<p><b>Post 16 Progression</b></p>	<ul style="list-style-type: none"> <li>Year 11 careers interviews and college applications</li> <li>SWS programme</li> <li>6<sup>th</sup> Day Provision Haringey Learning Partnership</li> </ul>	<p>£7,860</p> <p>£9,604</p> <p>£12,000</p>
<p><b>Hardship Fund</b></p>	<ul style="list-style-type: none"> <li>Where access to resources is an issue, funding is set aside to provide students with these resources and opportunities</li> <li>Support of access to Cultural Capital opportunities in and out of school</li> </ul>	<p>£10,000</p>
<p><b>Breakfast Club</b></p>	<ul style="list-style-type: none"> <li>Provisions and staffing</li> </ul>	<p>£4,896</p>

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

Budgeted cost: £ [insert amount]

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of TA to work with KS3 SEND K students	Current year 7 & 8 have suffered more in terms of disrupted year 6 and transition to secondary school	(3) 9 £34,927
2 Lunchtime Supervisors	Supporting SLT with break and lunchtime supervision in terms of Health & Safety	(7) £21,535

**Total budgeted cost: £ 447,241.00**

## 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.

Our internal assessment during 2020/21 suggested that the performance of disadvantaged student performance was in line with the previous year, in that, they performed similar or higher than non PP students.

Our assessment of the reasons for these outcomes points primarily to COVID-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by Oak National Academy.

Although overall attendance in 2020/21 was lower than in the preceding 2 years at 88% it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 7% higher than their peers and persistent absence 3% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

Our assessments demonstrate that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions were required. We are building on that approach in our new 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
N/A	N/A
N/A	N/A



## 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)

*Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.*