

Pupil premium strategy statement – Duke’s Aldridge Academy

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1068
Proportion (%) of students eligible for pupil premium	50.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2023 - 2025
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Monica Duncan
Pupil premium lead	Vice Principal, Simon Purrier
Governor / Trustee lead	Adam Watkin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£535,095
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£142,692
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£677,787

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 close the achievement gap between our disadvantaged students and other students. Our rationale is informed by our own evaluative practice.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal

A key factor proven to have the greatest impact on closing the disadvantaged attainment gap is high quality teaching. This will be at the heart of our approach with a focus on other areas, where disadvantaged students require the most support. Our approach will be responsive to common challenges and individual needs, rooted in diagnostic assessment, not assumptions about the impact of disadvantaged. The approaches we will adopt will complement each other to help disadvantaged students to excel. To ensure that we are effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes, raise expectations and provide opportunities to enable them to achieve and succeed. The barriers faced by disadvantaged students at Duke's are varied.
- Children and their personal circumstances, vary significantly, many have very supportive backgrounds and high ambitions, others less so. However, common barriers to learning might include low self-esteem and resilience, poor parenting, limited access to language, low starting points in literacy and numeracy, poor attendance, low aspirations, low expectations and narrow experience of life outside school, i.e., cultural experiences and little or no academic support at home

Our strategy recognises the barriers identified above. Fundamentally, it is based on the importance of quality first teaching alongside outstanding pastoral support to raise achievement and engagement in learning.

We deploy Pupil Premium funding with the intention of:

1. Raising progress and achievement

2. Improving attendance and punctuality
3. Providing additional support and intervention to our vulnerable students
4. Strengthening parental engagement
5. Raising motivation and aspirations
6. Building social capital and enhancing social mobility.

Challenges

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

Challenge number	Detail of challenge
1	Lower than average attendance. Our school attendance for 2022-23 was below national average. Our disadvantaged students were 87.6%, below non-disadvantaged which was 88.9%. Our target for Pupil Premium students this academic year is 94%.
2	Low starting points in literacy and numeracy. Our assessments in reading ages, show that disadvantaged students have lower average standardised scores than their non-disadvantaged peers in every year group. The crossover between SEND and disadvantaged is significant with 60% of SEND students being from disadvantaged background.
3	Low self esteem and resilience. Our observations suggest that in some cases, disadvantaged students lag behind their non-disadvantaged peers in this area due to lack of academic support at home and exposure to cultural capital outside school. With the cost of living challenges for parents /carers, it is vital that we provide opportunities and financial support.
4	Providing support and intervention through structured networks is crucial in enabling our disadvantaged students to challenge themselves, raise their confidence and achieve academic progress and success

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
Attendance gap between disadvantaged and non-disadvantaged is reduced	By the end of year 2023/24, the gap between disadvantaged and non-disadvantaged students' attendance is <3%
P8 gap between disadvantaged and non-disadvantaged is reduced	The gap between disadvantaged and non-disadvantaged students in P8 is less than 0.2.
Improve progress of SEND and K PP 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
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

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

Budgeted cost: £681,388

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional numeracy and literacy work</p> <p>Additional Numeracy and Literacy classes for Year 7 students who are below their peers. Approximately 45 students</p> <p>Withdrawal English as an additional language (EAL) groups set up in both KS3 and KS4 which has accelerated the pace of English acquisition for Stage 1 and 2</p> <p>Withdrawal of KS3 students with a reading age of less than 9</p> <p>Intervention Maths lessons Saturday mornings – January to June 2024</p> <p>English and Maths Academic Mentor</p> <p>Textbook provided for every Year 9 and 10 students in Maths</p>	<p>The Education Endowment Foundation research shows that small group support has an average impact of two months additional progress across a year in secondary schools</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Access to materials removes a barrier to high achievement for disadvantaged students.</p>	<p>2</p> <p>£27,568</p> <p>£27,568</p> <p>£27,568</p> <p>£6,440</p> <p>£64,350</p> <p>£3,080</p>
<p>Data informed teaching</p> <p>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</p> <p>GLS Tests – Baseline data tests will provide us with a national benchmark for target setting and monitoring progress</p> <p>Reading Programme (Guided Reading booklets)</p>	<p>Use of data enables other interventions to be more effective as interventions are based on a wider evidence base of requirements.</p>	<p>2</p> <p>£3,706</p> <p>£14,256</p> <p>£6,900</p>
<p>Coaching</p> <p>All teachers are coached to accelerate teacher development in line with the DAA</p>	<p>There is a link in academic research between effective teacher coaching and school improvement.</p>	<p>2</p> <p>£71,486</p>

Coaching Programme through Practice Labs.		
<p>Pastoral Teams: Core team around each year group facilitates expert knowledge of year group and the team providing wrap-around pastoral support and guidance, i.e., SSP Forum, School Counsellor sessions.</p> <p>Increase in 'in class' support for PP SEND students in option subjects, i.e., DT, Health & Social Care</p> <p>Printed independent study packs to enable PP students to progress further in EBACC subjects</p>	<p>Access to high quality pastoral and SEN provision can add 4 months of additional progress through targeted interventions.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 4 £209,911 £75,146</p> <p>£55,136</p> <p>£6,700</p>
Year 11 careers interviews and college applications	<p>Personalised transition support is highlighted as a factor in helping pupils make informed decisions.</p> <p>bit67-cec-report_v3.pdf (careersandenterprise.co.uk)</p>	<p>3 £6,600</p>
Breakfast Club, Activities Week, to access cultural capital opportunities	<p>The main benefits for pupils from extended provision resulted from the direct impact of the additional activities in which students could participate, namely either enrichment or more directly academic activities.</p> <p>https://www.gov.uk/government/publications/extended-activity-provision-in-secondary-schools</p>	<p>3 £29,368</p>
An additional attendance officer to focus on disadvantaged students and the barriers to attendance that affect them in particular	<p>Embedding good practice set out in DfE's guidance on working together to improve school attendance.</p> <p>Parental engagement has been shown to improve attendance of specific students, as seen in https://core.ac.uk/download/pdf/188181529.pdf</p>	<p>1 £43,057</p>

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed

Total budgeted cost: £ 678,840

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

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The outcomes for disadvantaged students in 2022/23 suggested that the performance of disadvantaged student performance was broadly in line with that of non-PP students.

Our summer 2023 results for GCSE still show a gap between disadvantaged and non-disadvantaged students' progress and attainment. However, by the end of our three-year plan in 2023, we anticipate that the gap will be closing further.

We have increased the number of our intervention programmes with a strong focus this year on reading. Disadvantaged students who were on the pilot reading programmes last year have shown progress in their reading combined with the transition and literacy interventions given, given their low starting point in Year 7.

It should also be noted that the impact of COVID-19 was very likely to have significantly and disproportionately affected the outcomes for disadvantaged students when compared to their non-disadvantaged peers, and therefore slowing our rate of closing the gap in GCSE attainment. However, some important successes with individual students shows the impact of our use of HLTAs to support the learning for these students.

Our outreach programmes with London Academy of Excellence Tottenham (LAET), Linklaters and Learning in Tottenham (LiT), has enabled us to extend cultural capital for our disadvantaged students who are given priority when selecting students for the programmes. The school's successful Breakfast Club, extra-curricular programmes, Parents' Forum and homework clubs have all served to improve attendance to school and facilitate parents' understanding of how they can support their child to be successful at school by providing them with resources, including a space to work quietly and independently. Our primary aim to ensure that we have quality teaching for every student has improved, which is critical to provide a consistent high-quality experience across the curriculum for all students. This is the first layer of support that disadvantaged students can make progress in line with non-disadvantaged peers, therefore there has been a disproportionately positive impact on disadvantaged students.

The role of the Child Protection Officer and the Heads of Year has shown to have been invaluable in supporting young people and their families. Additionally, external agencies also provided another layer of support for the most in need.