

# 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	1051
Proportion (%) of students eligible for pupil premium	49.1%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2024 - 2026
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Oluwafunmi Kubweza
Pupil premium lead	Oluwafunmi Kubweza
Governor / Trustee lead	Adam Watkin

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£541,800
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>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b> <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>	£541,800

## 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.

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:

- Use our Trust Risk Index well to identify those who need the most intervention
- Pilot the Trust's minipath project with our most vulnerable learners
- 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 and are detailed in our school SEF
- 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, absent 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 data shows that disadvantaged students are less likely to attend school compared to their peers, with overall attendance at the school being below national average.
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.
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. The school has a majority of disadvantaged pupils, and so the outcomes and targets have been set at a whole school level

Intended outcome	Success criteria
Disadvantaged children attend at the national average rate for all students	By the end of year 2024/25, the average attendance rate for disadvantaged students will be in line with national average.
P8 gap between disadvantaged and nondisadvantaged is reduced	The gap between disadvantaged and non-disadvantaged students in P8 is less than 0.1.
Improve progress of SEN pupils	All SEN students to make at least good progress from their starting point

All students to have English and Maths qualifications.	Increase the % of 5+ Maths and English Increase the % of 4+ Maths and English
Every 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: £618,810

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Additional numeracy and literacy work</b></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>English and Maths Academic Mentor delivering small group tuition</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><a href="http://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>2</p> <p>£80,446</p> <p>£64,350</p>
<p><b>Data informed teaching</b></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><b>Coaching</b></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><b>Pastoral Teams:</b> Core team around each year group facilitates expert knowledge of year group and the team providing wraparound pastoral support and guidance,</p> <p>SEN team supports teaching and learning. There is a significant overlap between deprivation and SEN needs.</p>	<p>Access to high quality pastoral and SEN provision can add 4 months of additional progress through targeted interventions.</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1, 3, 4 £209,911</p> <p>£139,387</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><a href="https://www.gov.uk/government/publications/extended-activity-provision-insecondary-schools">https://www.gov.uk/government/publications/extended-activity-provision-insecondary-schools</a></p>	<p>3 £29,368</p>

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

Budgeted cost: £

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

**Total budgeted cost: £ 618,810**

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

### Part B: Review of the previous academic year

#### Outcomes for disadvantaged pupils

In the previous year's pupil premium strategy statement, we set ourselves the below success criteria. This shows strong progress against the attendance and progress targets. The only target that was not met was the very challenging target concerning NEETs, and we will continue to focus on this area through delivering high quality education and careers advice and guidance. We have set ourselves more challenging targets for 2024/25, reflecting our progress in eradicating the disadvantage gap.

Success criteria	2023/24 outcome
By the end of year 2023/24, the gap between disadvantaged and non-disadvantaged students' attendance is <3%	The gap at the end of 2023/24 was 1.5%, with disadvantaged students just below national average.
The gap between disadvantaged and non-disadvantaged students in P8 is less than 0.2.	Progress 8 for disadvantaged pupils was -0.22, 0.17 below the overall threshold.
All students to make at least good progress from their starting point	Overall progress was -0.05, so the cohort made expected progress.
Increase the % of 5+ Maths and English Increase the % of 4+ Maths and English	The percentage of students earning 5+ in English and Maths increased significantly from 24.6% to 33.2%
85% of Pupil Premium student participation in at least one enrichment and one extended curricular activity	School enrichment activity involved all students.
<1% NEETs	1.4% of the cohort is expected to be NEET, equating to 3 students.