

# Pupil premium strategy statement

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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	Altrincham College
Number of pupils in school	1012
Proportion (%) of pupil premium eligible pupils	25%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	Ms K. Earle
Pupil premium lead	Ms K. Tovey
Governor / Trustee lead	Ms K Stepanova

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£212,980.00
Recovery premium funding allocation this academic year	£31,609.00
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	£244,589.00

# Part A: Pupil premium strategy plan

## Statement of intent

As an inclusive academy, our intention is to provide an aspirational learning environment with outstanding teaching and learning. We aim to ensure that every child progresses socially and academically and is not left behind because of disadvantage. We strive to ensure high expectations raise lifelong aspirations and focus on removing barriers to learning and achieving excellence. Our Pupil Premium Plan addresses the main challenges our students face and through; the highest standards of teaching; rigorous assessment and tracking; detailed planning; targeted support and intervention; provides all students with access to the best opportunities for a well-rounded education with academic success.

*This strategy aspires to:*

- *Improve the attainment and progress of our disadvantaged students.*
- *Improve the attendance of our disadvantaged students.*
- *Improve the reading comprehension and oral literacy skills for targeted students.*
- *Invest in the wellbeing of all our students and particularly disadvantaged students*

## Challenges

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

Challenge number	Detail of challenge
1	The need for consistently aspirational teaching and learning in all subjects
2	To ensure the KS3 assessment process is robust enough to explicitly identify key cohorts and learning gaps.
3	Low levels of disciplinary literacy and vocabulary on entry
4	Lower levels of attendance of our disadvantaged cohort
5	Higher levels of Social, Emotional, and Mental Health needs.
6	Lower levels of engagement of our disadvantaged students.
7	Low numbers of students selecting a language at GCSE, impacting on % Ebacc entry

## 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 progress and attainment outcomes for our disadvantaged students, through consistently high-quality teaching across all subjects.	<p>PP students to achieve, or exceed, 4+,5+ &amp; 7+ basics, in line with national average for all students.</p> <ul style="list-style-type: none"> <li>• PP students to achieve, or exceed, P8 scores, in line with the national averages for all students.</li> <li>• PP students to achieve, or exceed, ATT8 averages, in line with national averages for all students.</li> <li>• Evidence of consistently high-quality teaching gathered through T@L quality assurance.</li> </ul>
Complete confidence in our assessment processes at KS3/4 that enables the precise identification of intervention cohorts.	<ul style="list-style-type: none"> <li>• Successful implementation of the KS3 trust assessment policy.</li> <li>• Student outcomes are consistently closely matched to staff predictions.</li> </ul>
Ensure reading (decoding and comprehension) is at a level so all can access an ambitious KS3 curriculum	<ul style="list-style-type: none"> <li>• All students enabled so that they can and will continue to read at age related expectations</li> <li>• Dept evidence shows that literacy skills are enabling all students to fully access the taught curriculum.</li> </ul>
Improve the attendance of disadvantaged students.	<p>PA rate for PP will be in line, or lower than national averages.</p> <ul style="list-style-type: none"> <li>• PP students will achieve, or exceed, attendance percentages in line with national averages.</li> <li>• Attendance concerns tracked and actioned consistently through new attendance strategy.</li> </ul>
Provide meaningful and sustained support to pupils with Social Emotional Mental Health needs.	<ul style="list-style-type: none"> <li>• Quality Assurance of the Personal Development Curriculum</li> </ul> <p><b>Counselling:</b></p>

	<ul style="list-style-type: none"> <li>•Assessment is undertaken at the beginning and end of a six-week session.</li> <li>•If a further 6 weeks is required, the student will remain with the counsellor.</li> <li>•Evidence of improvement will result in the student ending their sessions in order to put into practice the tools/strategies they have developed.</li> </ul> <p><b>Wellbeing:</b></p> <ul style="list-style-type: none"> <li>•PSMs monitor students who continue to require pastoral intervention.</li> <li>•Students able to implement the coping strategies return to lessons, whilst those needing further support benefit from SSC intervention.</li> <li>•A reduction in lesson time missed due to SE@MH needs.</li> </ul>
Increased opportunities for enhancing engagement and aspirations through enriching experiences. To improve career aspirations in order to secure post 16 and Higher Education destinations.	<ul style="list-style-type: none"> <li>•100% of PP students attend a meeting with the careers officer in year 11.</li> <li>• NEET figures for PP continue to be 0%</li> <li>• 75% of PP students to engage in enrichment activities.</li> <li>• 100% pass rate of PP students taking part in the DofE Bronze Award</li> <li>•100% engagement with Careers programme.</li> </ul>
Intervention strategies are scaffolded and differentiated to allow students to receive personalised support and continue to access every curriculum opportunity.	<ul style="list-style-type: none"> <li>•Maintain focus of directed time on department QA. As part of dept QA, assessment (methods, diagnosis, standardisation &amp; moderation) improves.</li> <li>•Improve the allocation of directed time to have a greater focus on subject specific CPD and pedagogy. Here, the utilisation of both summative and formative assessment is developed</li> <li>•Use phonics assessment and intervention (RM) of the weakest 20% of readers (of which a sig proportion are PP) across KS3.</li> <li>•Further HOD/HOY training on interrogating data (resultant summative assessment data) as part of leadership INSET.</li> </ul>

	<ul style="list-style-type: none"> <li>•Increased data focus during SLT department link meetings to identify areas of intervention and development necessary.</li> </ul>
Improve the popularity and take up of Languages at Yr9.	<ul style="list-style-type: none"> <li>•Increase the number of students, including disadvantaged students, opting to take a Language at GCSE.</li> <li>•Increase EBACC entry and standard/strong pass rates.</li> </ul>

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: £ 102,309

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of new Language Lead role to facilitate: Rapid improvement in results in Languages and Ebacc take up at GCSE	<i>OFSTED – Curriculum Research Review Series – Languages June 2021.</i> Learning a language is ‘a liberation from insularity and provides an opening to other cultures. It helps to equip pupils with the knowledge and cultural capital they need to succeed in life. It encourages pupils to appreciate and celebrate difference.	7
To embed a coherent and consistent system for assessment and establish a clear rationale for what constitutes accurate assessment evidence, in particular at KS3	EEF Assessment and Feedback +6months (supporting literature Mary Myatt – The Curriculum Gallimaufry to coherence & Tom Sherrington Rosenshine’s Principles in Action)	2
Intervention strategies are differentiated to allow students to	EEF Individualised instruction - +4 months	2

receive the correct support. Implement AOBs KS3 assessment model. KS4 Data Drop assessment analysis.	EEF One to One tuition - +5 months EEF Small Group tuition - +4 months	
Reading and Literacy strategy embedded. Appoint Literacy lead. Staff CPD. See inclusion within curriculum plans. SLT Deep Dives to QA.	EEF -Oral language interventions +6 months EEF Phonics - +5 months EEF Comprehension strategies - +6 months	3,6
Rosenshine's Principles are embedded and enhance Quality First Teaching through Programme CPD	EEF Mastery Learning - +5 months Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1,6
Implement a high quality 2year ECT programme to ensure sustained quality first teaching. Loreto ECT Support Subject Mentors Access to whole school CPD Appropriate TT support.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.	1, 6
Implement and quality assure planning and delivery of the Personal Development Curriculum	All teachers have the skills to deliver a high-quality personal development curriculum evidenced through learning walks, lesson observations and pupil voice.	5
Robust CEIAG that inspires, engages and promotes high aspirations	IAG Gold Award correlates with outstanding school careers programme, the meeting of Government Gatsby Benchmarks and the maintaining of 0% NEET.	6,4

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

Budgeted cost: £40K (£31,609 Recovery Premium +£9K School Led Tutoring Top Up)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 11 intervention programme to address identified gaps in knowledge/ learning delivered by; Tutor Trust YipiYap Additional staffing Core staff through after-school/holiday catch up programme	NTP, 1:1, 1:3 (Tutor Trust and other tutor organisations endorsed by NTP) EEF One to One tuition - +5months EEF Small Group tuition - +4 months	6,7
Year 8-10 intervention in English, Maths, Science	NTP, 1:1, 1:3 EEF One to One tuition - +5months EEF Small Group tuition - +4 months	2,3
Ruth Mishkin Reading programme Implemented for;  14 students in Yr 7 5 Yr 8 3 Yr9	EEF -Oral language interventions +6 months EEF Phonics - +5 months EEF Improving Literacy guidance report (2019) recommendation 2 is vocabulary instruction.	3
Numeracy Yr 7-9 Yipiyap student support. Additional intervention support provided by part-time or recently retired staff.	EEF Individualised instruction - +4 months EEF One to One tuition - +5 months EEF Small Group tuition - +4 months	2
Books and revision guides provided to students as part of the KS4 intervention strategy.	To facilitate independent study and engage parental support. EEF suggest +8 months progress for meta-cognition and self-regulation.	1

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

Budgeted cost: £102,280

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Strategies	PP students to achieve, or exceed, attendance percentages in line with national averages.	4
Implement new whole school approach to monitoring and supporting attendance.	In school analysis shows high correlation between attendance and GCSE results.	4
Administration structure supporting attendance.	New role implemented within the administration department.	4
New Associate Asst HT role with focus on attendance	Correlation shows that 1:1 relationship between school and parental involvement improves attendance.	4
Identify barriers to poor attendance and intervene swiftly.	EEF Parental Engagement - +4 months	4
Duke of Edinburgh Award Scheme 60 – KS4 12 - KS5	EEF – Metacognition and Self-regulation - +7months. Supports the development of student independence and ability to think and evaluate i=on their own.	5,6
Purchase of a school mini bus	Opportunity to give students enrichment experiences linked with engagement and building aspirations. To facilitate getting PA students into school.	4,5,6
Implement re-launched Enrichment	EEF Arts Participation - + 3months	5,6



Programme following Covid19.		
To embed the strategy for promoting positive Mental Health, Wellbeing and Diversity	<p>EEF Social and Emotional Learning - +4 months using the Wellbeing Award for Schools framework.</p> <p>Counsellors x4 <b>£35 p/h</b></p> <ul style="list-style-type: none"> <li>•Therapy dog/rabbits x1 <b>£35 p/h</b></li> <li>•CYM training for student leaders to deliver PSHE sessions to yr 7 and eventually yr6 pupils from local primary schools. <b>£400</b></li> <li>•Just Psychology: free parent courses, group and individual work for under 12s.</li> <li>•42<sup>nd</sup> Street: refer to engage project for anyone who doesn't reach the CAMHS threshold.</li> </ul>	5
Challenge Group – team building and improved self-esteem support improved engagement and attendance.	<p>Disadvantaged students achieve certification in specific activities supporting Post 16 advancement.</p> <p>EEF – Physical activity +1month</p> <p>EEF – Behaviour Interventions - +4 months</p>	5,6
Late buses provided free of charge to enable student attendance in after school interventions.	To provide transport and remove barriers to after-school intervention	4,6
Department bidding strategy		

**Total budgeted cost: £244,589**

## 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.

The table (available on school website) shows that between the academic year 2019-2020 and 2020-2021, attendance for both non-disadvantaged and disadvantaged students at Altrincham College has improved from the previous year. The gap between the two groups has increased, primarily due to the larger improvement in attendance of the non-disadvantaged group. The NA for attendance during the 2020-2021 academic year has been calculated on a weekly basis, with **each week ranging between 84-88.7% over the year**. Attendance at AC for both disadvantaged and non-disadvantaged students **has exceeded** the NA across each half term throughout this year.

Referencing the schools impact statement, available on the website, **Impact of Strategies: A: 1,4,5,6,7**

Analysis of 2021 TAG's in comparison to 2019 and 2020 outcomes is inappropriate, as the process for awarding grades was different for all 3 years. However, analysis of 2021 Tag's in comparison to analysis of data drops throughout KS4 provides evidence that a number of the PP strategies that could be implemented were successful.

Of greatest concern, the 2021 TAG's show a widening of the achievement gap for the key measures; Att8, Basics 4+, 5+, 7+. This is attributed to the impact of the pandemic, particularly on our disadvantaged cohort and highlights the importance of 21-22 Pupil Premium and Recovery Premium Strategy.

**Impact of Strategies B: 1,4,5,6,12**

Outstanding pastoral support throughout the pandemic has significantly contributed to vulnerable and disadvantaged students receiving the support and encouragement to engage in remote lessons, stay motivated and complete online lessons and work. 119 laptops were provided to disadvantaged and vulnerable students who did not have access to technology. This facilitated the ability for these students to access online lessons, complete work at home and to support these students in minimising learning gaps. Pupil Premium students were in receipt of 94 laptops which had a significant impact on their education and positively contributed to 2021 TAG data.

Pupil Premium students who had key worker parents/carers were supported in school by a team of pastoral managers and teachers. This rigorous and supportive programme enabled those students to receive support before, during and after online

lessons, having a positive impact on their learning. This support continued throughout lockdown and on return to face to face teaching in school.

The Rosenshine principle of reviewing material has been securely embedded into lesson planning, both throughout lockdown and in the classroom. This specific principle allowed for students to recall their learning from a daily, weekly and monthly perspective, building confidence in their knowledge and narrowing the gap in lost learning.

**Impact of Strategies: C: 1**

Throughout the pandemic and during school closures our pastoral team worked tirelessly to encourage students to come into school and to attend online learning. The introduction of a 28 day bus ticket financially helped to support 10 disadvantaged students to improve their attendance.

**Impact of Strategies: C: 4**

The success of attendance support procedures ensured overall attendance was 94% for 20/21. This is an exceptional achievement when the National Average for secondary school attendance is at 88.7% and particularly with the North West being one of the most hard hit areas in the country for Covid19.

Persistent absence rates are not valid for 19-20 and 20-21, however, strategies to re-engage identified disadvantaged learners with poor attendance have been successful. These include: home visits/phone calls to identify barriers to 're-engagement' following lockdown, earlier intervention in terms of contact, the introduction of PSM support in all year groups.

**Impact of Strategies: B:14**

Maintaining the opportunity to support students' completion of the Duke of Edinburgh's Award Scheme has boosted the self-esteem and sense of achievement of disadvantaged students preparing for GCSE and Post 16 education/employment.

In year 11, 16 PP students achieved Bronze and 1 PP student achieved their Silver DofE Award. Year 10 – 8 PP students achieved Bronze, with all students expected to take this forward into Yr11 and complete their Silver. Whilst D of E is timetabled for some KS4 students, we aim to encourage even more to take part on an extra-curricular basis as we move out of Covid19 restrictions.

**Impact of Strategies: B:7,8,9**

In Year 13, 56 students applied to University, 7 of these students were PP. Three disadvantaged students were first generation to achieve a place at University in their family. The outstanding careers programme and 1:1 work that has been done with these students has ensured that life chances and social mobility have not been disadvantaged by the pandemic.

100% achievement at Grade 4+ at Post 16 GCSE English and Maths re-take results, this included 1 PP student. Work with KS4 Pupil Premium students has ensured that

our recruitment into the Sixth Form for 2021-2022 is in line with previous years, with approximately 18 PP students staying into Post 16 Education. Year 10 students received a comprehensive careers programme. The focus has been on the introduction of 'Unifrog', a careers platform that guides and informs students about Post 16 education, careers linked with specific subject choices and University virtual tours.

Many successful initiatives have supported our disadvantaged students and resulted in successful outcomes. In light of the exceptional circumstances that the last academic year brought, some initiatives and strategies to support our disadvantaged students have been carried over into our new PP Strategy for 2021-2024.

## 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
Bronze, Silver and Gold Award	Duke of Edinburgh Award Scheme
Revision Programme and closing the learning gap.	GCSE Pod Seneca Oak Foundation
Online Learning	Microsoft Teams Zoom

## 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?	

What was the impact of that spending on service pupil premium eligible pupils?	
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## 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.*