

## Pupil Premium Strategy Statement 2023-24

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Allerton Grange School
Number of pupils in school	1745
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> )	2021-24
Date this statement was published	Dec 23
Date on which it will be reviewed	Dec 24
Statement authorised by	Mike Roper (Headteacher)
Pupil premium lead	Lucy Saunders (Deputy Headteacher)
Governor / Trustee lead	Dan Carver

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 425,010
Recovery premium funding allocation this academic year	£ 114,477
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	£ 539,487

## Part A: Pupil premium strategy plan

### Statement of intent

The Allerton Grange School vision for 2025 reflects our intent for all students, including the disadvantaged:

- At Allerton Grange, our KLAS curriculum is the driving force behind advancing social mobility and celebrating cultural diversity.
- Allerton Grange's continual improvement will ensure that, by 2025, we are delivering an exceptional quality of education for all students.
- Allerton Grange is committed to ensuring that all students have the subject knowledge, the vocabulary, the experiences, and the character to secure places at world-renowned universities and on elite training programmes, which will enable them to make aspirational career choices

Our KLAS curriculum (Knowledge, Literacy, Aspirational Enrichment and Social Mobility) is the guarantor of equality. A knowledge-rich curriculum empowers students and ensures they are able to understand the changing work around them. A rigorous and knowledge-rich curriculum provides students with cultural literacy and allows them to understand the context of their learning. Therefore, we have relentlessly high expectations of all students and believe that teaching a broad and balanced curriculum to all students is the single most effective way to support all students, especially the disadvantaged.

We realise that literacy is a powerful tool for ensuring social mobility. Therefore, we have a rich literacy programme with Key Stage 3 and 4 students benefiting from our Drop Everything and Read programme (DEAR). In addition, Key Stage 3 students benefit from Words Matter, a vocabulary instruction programme.

We believe in educating the whole child and our students are provided with a range of enriching opportunities outside the classroom.

### Challenges

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

Challenge number	Detail of challenge
1	The 2023 Progress 8 score for disadvantaged students was -0.2. For comparison, the Progress 8 figure for non-disadvantaged students in the local authority was 0.33 and for non-disadvantaged students nationally was 0.17. The gap was much smaller pre-pandemic and, as expected, this gap has now widened.
2	Upon entry, literacy levels (based on KS2 CAT score of NS or B) are lower for disadvantaged students than non-disadvantaged students, which has the potential to impact on their progress in and other subjects.

3	Attendance for disadvantaged students is below the whole school average for attendance. In 2022/23 attendance for disadvantaged students was 88.3% compared to national average of 85.3%, 3% above the National Average. Attendance for non-disadvantaged students was 94.1% compared to a national average of 92.6%.
4	Ensuring that all students, including disadvantaged students, are able to make aspiration choices about the next steps in their education. In particular, this strategy will focus on ensuring that the number of disadvantaged students applying to Russell group universities is in line with the number of non-disadvantaged students applying. As stated in the school's vision for 2025, Allerton Grange is committed to ensuring that all students have the subject knowledge, the vocabulary, the experiences, and the character to secure places at world-renowned universities and on elite training programmes, which will enable them to make aspirational career choices

### Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2024)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve Progress 8 score for disadvantaged students.	Progress 8 for disadvantaged students is at least in line with national P8 for non-disadvantaged students.
Improve literacy levels for disadvantaged students.	Literacy interventions show disadvantaged students making progress. By 2024, English P8 is at least in line with national P8 for non-disadvantaged
Improved attendance for disadvantaged students.	No gap between attendance for disadvantaged and non-disadvantaged students. This is sustained year on year.
Destinations, in particular, raising aspirations and entry to Russell group universities. In line with the school development plan, Allerton Grange is committed to ensuring that all students have the subject knowledge, the vocabulary, the experiences, and the character to secure places at world-renowned universities and on elite training programmes, which will enable them to make aspirational career choices	The number of students being accepted into Russell Group and top third institutions is above local and national average. This increases year on year. A year-on-year increase the number of disadvantaged students staying in education post-18.



## 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: £269,743

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Mentoring and coaching and professional development on evidence-based approaches:</b> Growing Great Teachers – coaching and CPD	<ul style="list-style-type: none"> <li>• <i>ResearchEd Guide to Leadership</i></li> <li>• EEF – <i>Effective Professional Development</i></li> <li>• EEF – <a href="#">Effective Mechanisms of Professional Development</a></li> <li>• <i>Developing Great Teaching: Lessons from the international reviews into effective professional development</i> Teacher Development Trust</li> <li>• <i>An evidence based approach to CPD</i>, Chartered College of Teaching</li> <li>• <i>A culture for Improvement</i>, Chartered College of Teaching</li> <li>• <i>The effects of high-quality professional development on teachers and students</i>, EPI</li> </ul>	1
<b>Mentoring and Coaching:</b> TLR Post Lead Coach and 10 trained Teaching and Learning Coaches	As above	1
<b>Professional development on evidence-based approaches:</b> TLR Post – Research Lead	As above	1
<b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils:</b>	<ul style="list-style-type: none"> <li>• EEF's Evidence Based Education's Great Teaching Toolkit</li> <li>• The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'.</li> <li>• <i>ResearchEd Guide to the Curriculum</i></li> </ul>	2

Curriculum development, including introducing Classics at KS3	<ul style="list-style-type: none"> <li>• <i>Researched Guide to Literacy</i></li> <li>• EEF's Toolkit and EEF's Guidance Reports.</li> </ul>	
<b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils:</b> Developing the curriculum to offer the English Baccalaureate to the majority of students	<ul style="list-style-type: none"> <li>• Evidence Based Education's Great Teaching Toolkit</li> <li>• The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'.</li> <li>• <i>ResearchEd Guide to the Curriculum</i></li> <li>• EEF's Toolkit and EEF's Guidance Reports.</li> </ul>	1
<b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils:</b> Words Matter Vocabulary Instruction Programme	<ul style="list-style-type: none"> <li>• Evidence Based Education's Great Teaching Toolkit</li> <li>• The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'.</li> <li>• <i>ResearchEd Guide to the Curriculum</i></li> <li>• EEF's Toolkit and EEF's Guidance Reports</li> <li>• <i>Closing the Vocabulary Gap</i>, Alex Quigley</li> <li>• <i>A Wealth of Words</i>, Ed Hirsch</li> <li>• <i>Bringing Words to Life</i>, Isabelle Beck</li> <li>• <i>ResearchEd Guide to Literacy</i></li> </ul>	2
<b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils:</b> Drop Everything And Read (DEAR) programme	<ul style="list-style-type: none"> <li>• <i>Closing the Vocabulary Gap</i>, Alex Quigley -</li> <li>• <i>Closing the Reading Gap</i>, Alex Quigley</li> <li>• <i>A Wealth of Words</i>, Ed Hirsch</li> <li>• <i>ResearchEd Guide to Literacy</i></li> <li>• Evidence Based Education's Great Teaching Toolkit</li> <li>• The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'.</li> <li>• <i>ResearchEd Guide to the Curriculum</i></li> <li>• EEF's Toolkit and EEF's Guidance Reports</li> </ul>	2

<b>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils:</b> TLR for Curriculum Leader of DEAR	<ul style="list-style-type: none"> <li>• Evidence Based Education's Great Teaching Toolkit</li> <li>• The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'.</li> <li>• <i>ResearchEd Guide to the Curriculum</i></li> <li>• EEF's Toolkit and EEF's Guidance Reports</li> <li>• <i>Closing the Vocabulary Gap</i>, Alex Quigley</li> <li>• <i>Closing the Reading Gap</i>, Alex Quigley</li> <li>• <i>A Wealth of Words</i>, Ed Hirsch</li> <li>• <i>ResearchEd Guide to Literacy</i></li> </ul>	2
<b>Technology and other resources focussed on supporting high quality teaching and learning:</b> Seneca	<ul style="list-style-type: none"> <li>• EEF, 'Using Digital Technology to Improve Learning'.</li> <li>• <i>Retrieval Practice</i>, Kate Jones.</li> </ul>	1
<b>Technology and other resources focussed on supporting high quality teaching and learning:</b> Accelerated Reader	<ul style="list-style-type: none"> <li>• The EEF's impact evaluation of AR found that it adds 3 months to all readers, with students who are in receipt of FSM benefitting more, adding 5 months' progress compared to students who did not participate in the programme.</li> <li>• EEF, 'Using Digital Technology to Improve Learning'.</li> </ul>	2

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

Budgeted cost: £ 41,150

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Interventions to support language development, literacy, and numeracy:</b> GCSE intervention including	<ul style="list-style-type: none"> <li>• Additional lessons, taught by curriculum leaders, to give Year 11 students additional lesson time.</li> <li>• EEF's 'Selecting Interventions' tool</li> </ul>	1

Curriculum Leader masterclasses		
<b>Interventions to support language development, literacy, and numeracy:</b> School Led Tutoring (40% top up following government grant)	<ul style="list-style-type: none"> <li>The EEF's 'Selecting Interventions' tool</li> <li><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	1
<b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND:</b> Speed Phonics	<ul style="list-style-type: none"> <li>The EEF's 'Selecting Interventions' tool</li> <li>The EEF Guidance for Teachers: <a href="#">Literacy</a></li> <li><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	2
<b>Activity and resources to meet the specific needs of disadvantaged pupils with SEND:</b> Lexionik	<ul style="list-style-type: none"> <li>The EEF's 'Selecting Interventions' tool</li> <li>The EEF Guidance for Teachers: <a href="#">Literacy</a></li> <li><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a></li> <li>The EEF guidance report on Special Educational Needs in Mainstream Schools</li> </ul>	2
<b>Teaching assistant deployment and interventions:</b> Core English	<p>The EEF's Guide on 'Making the Best Use of Teaching Assistants'</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools</p>	2
<b>Teaching assistant deployment and interventions:</b> Words Matter (SEND intervention)	<p>The EEF's 'Selecting Interventions' tool</p> <p>The EEF Guidance for Teachers: <a href="#">Literacy</a></p> <p>The EEF's Guide on 'Making the Best Use of Teaching Assistants'</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools</p>	2

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

Budgeted cost: £228,593

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Supporting attendance and supporting pupils' social, emotional and</b>	<ul style="list-style-type: none"> <li><i>Addressing Educational Disadvantage in Schools and Colleges</i>, ed. Marc Rowland.</li> </ul>	3 and 4



<b>behavioural needs and communicating with and supporting parents:</b> Attendance and safeguarding staffing	<ul style="list-style-type: none"> <li>• EEF's Guides on: Behaviour, Improving Behaviour in Schools.</li> <li>• EEF Toolkit on Social and Emotional Learning</li> <li>• The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance.</li> <li>• British Psychological Society's report, 'Behaviour Change: School Attendance, Exclusion and Persistent Absence.'</li> <li>• DfE Guide <i>Improving School Attendance</i>.</li> </ul>	
<b>Supporting pupils' social, emotional and behavioural needs and communicating with and supporting parents::</b> Extended, non-teaching Behaviour and Welfare Team	<ul style="list-style-type: none"> <li>• EEF's Guides on: Behaviour, Improving Behaviour in Schools.</li> <li>• EEF Toolkit on Social and Emotional Learning.</li> <li>• <i>Addressing Educational Disadvantaged in Schools and Colleges</i>, ed. Marc Rowland.</li> <li>• British Psychological Society's report, 'Behaviour Change: School Attendance, Exclusion and Persistent Absence.'</li> </ul>	3 and 4
<b>Extracurricular activities, including sports, outdoor activities, arts, culture and trips:</b> TLR: Aspirational Enrichment Coordinator	<ul style="list-style-type: none"> <li>• <i>An Unequal Playing Field</i>, Social Mobility Foundation. 2019</li> <li>• <a href="https://publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/814212/An_Unequal_Playing_Field_report.pdf">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a></li> <li>• EEF <a href="https://educationendowmentfoundation.org.uk/arts-participation/">Arts participation   EEF (educationendowmentfoundation.org.uk)</a></li> </ul>	4
<b>Supporting pupils' social, emotional and behavioural needs:</b> Careers workshops and enhanced support	<ul style="list-style-type: none"> <li>• The Good Careers Guidance report, which sets out the Gatsby Benchmarks for Careers guidance in schools. In particular, good careers guidance is a necessity for social mobility: those young people without significant social capital or home support have the most to gain from high-quality careers guidance.</li> </ul>	4
<b>Supporting pupils' social, emotional and behavioural need:</b> Careers' Leader to provide Careers information, support and guidance for all students, including	<ul style="list-style-type: none"> <li>• The Good Careers Guidance report, which sets out the Gatsby Benchmarks for Careers guidance in schools. In particular, good careers guidance is a necessity for social mobility: those young people without significant social capital or home support have the most to gain from high-quality careers guidance.</li> </ul>	4

disadvantaged students.		
<b>Supporting pupils' social, emotional and behavioural need:</b> Breakfast Club	<ul style="list-style-type: none"> <li>• EEF Toolkit on Social and Emotional Learning</li> </ul>	N/A
<b>Contingency fund for individual needs</b>	<ul style="list-style-type: none"> <li>• Based on experience, we recognise the need to set aside funds to support students to access opportunities beyond the curriculum, such as trips.</li> </ul>	n/a

Total budgeted cost: £539,487

## 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 2022-23 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2022/23 academic year using Key Stage 4 performance data and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

For 2023, the Progress 8 score (a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.2. For comparison: the progress score for non-disadvantaged students locally was 0.33 and for non-disadvantaged students nationally it was 0.17. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects), the score for disadvantaged students was 34.5. The percentage of disadvantaged students entered for EBAC 77% significantly above average for local and nationally entries (48% and 43% respectively).

The data demonstrates that the gap between our disadvantaged and non-disadvantaged students is narrowing. The P8 score for Allerton Grange School was -0.03 and for disadvantaged students it was -0.2. Last year, the school's P8 score was 0 and the score for disadvantaged students was -0.25. This demonstrates that the gap is closing year on year. Furthermore, the national P8 for disadvantaged students was -0.55. Therefore, while a gap exists between our disadvantaged and non-disadvantaged students, the gap is closing and is much smaller than the gap between non-disadvantaged and disadvantaged students nationally.

Another aim is to close the literacy gap between disadvantaged and non-disadvantaged students. In order to measure this, we use the P8 score for English GCSE. While there is still a gap between non-disadvantaged and disadvantaged students, this gap is closing and is narrower than last year. The average point score (progress) for disadvantaged students sitting English Literature was -0.01. Furthermore, the average point score (progress) for students eligible for free school meals was +0.07, again an improvement on last year.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance and destinations.

In 2022/23 attendance for disadvantaged students was 88.3% compared to national average of 85.3%, 3% above the national average. Attendance for non-disadvantaged students was 94.1% compared to a national average of 92.6%. While there is still a gap between disadvantaged and non-disadvantaged students, the percentage is above national. There is a robust plan in place to support all students who have low attendance, particularly our disadvantaged students.

While the published figures for students staying in education or employment for at least two terms after the end of Year 11 do not include a breakdown by student characteristics, 96% of students at Allerton Grange stayed in education or employment (results are lagged by two years – this is for Leavers in 2021).

However, the published figures for destinations after 16-18 (Leavers in 2021) are broken down by student characteristics. The percentage of Allerton Grange's disadvantaged students staying in education, including university and college, is 86%. This is significantly higher than local and national figures (51% and 53% respectively). Furthermore, although the published data for student progression in to higher education is lagged by three years (at time of writing), we know that Allerton Grange's Progression Score is well above average. 88% of disadvantaged students went on to study at university level, compared to 65% of disadvantaged students in Leeds and 65% of students nationally. Of that number, 13% went on to study at Russell Group universities, compared to 21% (non-disadvantaged) locally and 22% (non-disadvantaged) nationally. Comparing internal data, 80% of all Allerton Grange students went on to study at degree level, with 22% going to Russell Group universities. Therefore, when considering the destinations of our Key Stage 5 disadvantaged students, we can see that the gap is narrow and we hope this trend will continue.

As we move into the final year of this strategy, we have evaluated the effectiveness of each aspect of the strategy. Each aspect of the strategy will remain in place for the final year of the strategy.

1. *'Improve Progress 8 score for disadvantaged students. This will be demonstrated by a Progress 8 for disadvantaged students is at least in line with national P8 for non-disadvantaged students.'*

We are improving the P8 score for disadvantaged students. The gap between disadvantaged and non-disadvantaged nationally is narrower than it was last year so we are seeing a year on year improvement.

2. *'Literacy interventions show disadvantaged students making progress. We are aiming that by 2024, English P8 is at least in line with national P8 for non-disadvantaged.'*

This is improving year on year, with a much narrower gap than last year.

3. *'Improve attendance for disadvantaged students.'*

There has been little change since last year. However, we continue to be above national for disadvantaged attendance and there is a robust support plan in place.

4. *'Supporting disadvantaged students to secure aspirational next steps, including places at Russell Group universities.'*

We are on track to meet this target and will continue to make this a focus, in line with the school vision for 2025.

### 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

### 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)

### Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium.

We have implemented an academic mastery programme for Year 11 students, led by Curriculum Leaders. This will help to address gaps in knowledge. A range of students are targeted for this intervention and this, along with academic tutoring, will ensure that all disadvantaged students in Year 11 have some form of additional academic intervention.

September 2023 saw the launch of our school day enrichment programme. Once a fortnight, Key Stage 3 students have a timetabled enrichment lesson. Key Stage 4 and 5 students have enrichment and/or careers and university application support. We hope this investment will continue to support our students in to aspirational pathways post-16 and post-19.

### Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we looked at activity undertaken last year and attainment and progress outcomes. We used the EEF's guidance on Effective Use of Pupil Premium to check that our activity was in line with recommendations. We also used the EEF's implementation guidance to help us develop our strategy and will continue to use it through the implementation of our activities. We are involved in the Leeds Research Partnership, which provides CPD and consultancy to support with applying the EEF's Guide to Pupil Premium Grant and the EEF's Guide to Implementation.

Our Pupil Premium Strategy is aligned with our school development plan – each challenge identified is a whole school priority. As outlined above, we feel that our strategy, which is now in year two of its three-year cycle, is moving in the right direction, working towards ensuring that we narrow and ultimately close the progress gap.

As outlined above, we evaluated progress by looking at outcomes for KS4 disadvantaged students and comparing those to internal, local and national data. Similarly, we evaluated literacy by looking internal data, KS2 data and KS4 English progress measures.

Through our evaluation progress, we recognise that our work on attendance of disadvantaged students has not shown the intended impact yet. However, while we have enhanced our work on attendance, we also acknowledge this is part of a longer strategy to improve attendance. Our approach is evidence-informed and we have invested in staffing to ensure that this approach can be implemented. Allerton Grange whole school attendance and that of disadvantaged students was above national average last year and the year before; we know that our attendance strategies have impact but suggest that they are taking longer to impact disadvantaged and potentially harder-to-reach families. This will continue to be a focus this year.

One of our challenges and priorities for last year was looking at destinations. While the data on this is very pleasing, this continues to be a focus of the Pupil Premium Strategy and a whole school priority, in line with the school vision for 2025, to ensure that students are able to compete for places at top universities and on elite training programmes.