



# Allerton Grange School

## Pupil Premium Strategy Statement 2021-22

Designated Lead: Lucy Saunders, Deputy Headteacher

Reviewed November 2021

Review cycle: 1 year

Next review: November 2022

## Pupil Premium Strategy Statement 2021-22

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	Allerton Grange School
Number of pupils in school	1640
Proportion (%) of pupil premium eligible pupils	28%
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 21
Date on which it will be reviewed	Dec 22
Statement authorised by	Mike Roper
Pupil premium lead	Lucy Saunders
Governor / Trustee lead	Dan Carver

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£427362.50
Recovery premium funding allocation this academic year	£33060
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	£460422.50

## 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, including a whole school lecture series, external speakers and an extensive extra-curricular programme.

### Challenges

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

Challenge number	Detail of challenge
1	Although it continues to improve, the 2019 Progress 8 score for disadvantaged students is -0.08, compared to 0.13 non-disadvantaged nationally and 0.22 non-disadvantaged at local authority state-funded schools.
2	Upon entry, literacy levels are lower for disadvantaged students, which then impacts on their progress in English: 2019 English P8 (-0.23 compared to +0.11 nationally)

3	Attendance continues to improve but is lower for disadvantaged students. Looking at a 3 Year trend (2019, 2020, 2021), disadvantaged students are lower than cohort/non-PP students; YOY difference <b>-2.67</b> )
4	Destinations – raising aspirations and entry to Russell group universities (2016 data: above average progression score – 18; 74% degrees, top third 16%, Russell Group 13%, Oxbridge 0%.)

### 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 disadvantage students.	No gap between attendance for disadvantaged and non-disadvantaged students. This is sustained year on year.
Increase the proportion of disadvantaged students entering university or being accepted onto elite training programmes, with an increase of Russell Group/Oxbridge/L3 apprenticeship entrants.	Raise aspirations and provide quality of access to the curriculum through English Baccalaureate for all students, to support future choices. Increase the number of disadvantaged students participating in enrichment activities so that 100% of students get access to a range of activities, which will enrich their experience of learning. Ensure that disadvantaged students get additional Careers support when required. Increase percentage being accepted to Russell Group in line with national non-disadvantaged

### 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: £231,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Growing Great Teachers – coaching and CPD	<p><i>ResearchEd Guide to Leadership</i></p> <p>EEF – <i>Effective Professional Development</i></p> <p><i>Developing Great Teaching: Lessons from the international reviews into effective professional development</i> Teacher Development Trust</p> <p><i>An evidence based approach to CPD,</i> Chartered College of Teaching</p> <p><i>A culture for Improvement,</i> Chartered College of Teaching</p> <p><i>The effects of high-quality professional development on teachers and students,</i> EPI</p>	1
TLR Post Lead Coach and 10 trained Teaching and Learning Coaches	As above	1
TLR Post – Research Lead	As above	1
Curriculum development: Introducing Classics at KS3	<p><i>ResearchEd Guide to the Curriculum</i></p> <p><i>Researched Guide to Literacy</i></p>	2
Curriculum development and offering English Baccalaureate to the majority of students	<i>ResearchEd Guide to the Curriculum</i>	1

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

Budgeted cost: £ 54,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Words Matter	<p><i>Closing the Vocabulary Gap</i>, Alex Quigley</p> <p><i>A Wealth of Words</i> Ed Hirsch</p> <p><i>Bringing Words to Life</i>, Isabelle Beck</p> <p><i>ResearchEd Guide to Literacy</i></p>	2
DEAR	<p><i>Closing the Vocabulary Gap</i>, Alex Quigley -</p> <p><i>Closing the Reading Gap</i>, Alex Quigley</p> <p><i>A Wealth of Words</i>, Ed Hirsch</p> <p><i>ResearchEd Guide to Literacy</i></p>	2
GCSE intervention including Curriculum Leader masterclasses	<p>Additional lessons, taught by curriculum leaders, to give Year 11 students additional lesson time.</p> <p>As the EEF states, 'The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.'</p>	1
Study Skills workshops	<p>EEF's School Improvement recommendations state that to maximise learning, the explicit teaching of cognitive and metacognitive strategies is integral to high-quality teaching and learning, with these strategies best taught in a subject and phase specific context.</p>	1
Seneca	<p><i>Retrieval Practice</i>, Kate Jones.</p>	1
Careers workshops and enhanced support	<p><i>The Good Careers Guidance</i> 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.</p>	4
Accelerated Reader	<p>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'</p>	2

	progress compared to students who did not participate in the programme.	
Lexionik	We have used this programme previously and have clear evidence of its effectiveness in supporting students with reading. Like all interventions, this is underpinned by EEF guidance on intervention. <a href="#">Small group tuition   EEF (educationendowmentfoundation.org.uk)</a>	2

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

Budgeted cost: £174,530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance and safeguarding support	<i>Addressing Educational Disadvantaged in Schools and Colleges</i> , ed. Marc Rowland.  British Psychological Society's report, 'Behaviour Change: School Attendance, Exclusion and Persistent Absence.'  DfE Guide <i>Improving School Attendance</i> .	3
Extended, non-teaching Behaviour and Welfare Team	<i>Addressing Educational Disadvantaged in Schools and Colleges</i> , ed. Marc Rowland.  British Psychological Society's report, 'Behaviour Change: School Attendance, Exclusion and Persistent Absence.'	3
Careers' Adviser	<i>The Good Careers Guidance</i> 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.	4
Aim High	<i>Going Further</i> , The Sutton Trust, 2021 <a href="#">Going-Further.pdf (suttontrust.com)</a>	4
TLR: Aspirational Enrichment Coordinator	<i>An Unequal Playing Field</i> , Social Mobility Foundation. 2019 <a href="#">An Unequal Playing Field report.pdf (publishing.service.gov.uk)</a>	4
Contingency fund for individual needs	Based on experience, we recognise the need to set aside funds to support students to access opportunities beyond the curriculum, such as trips.	n/a

**Total budgeted cost: £ 460430**



## 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.

<p>Our previous strategy was due to end in 2022 however we had set targets on attendance, EBacc entry and aspirational enrichment for end of the academic year 2021, which are outlined below.</p> <p>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 closure, which was aided by use of 100% live lessons during the section school closure.</p> <p>EBacc entry was 75%, which is higher than in the previous 3 years. However, this remains a target. We did not reach our target from the last strategy of 80% Ebacc entry so this remains a target with 90% of students on track to be entered for Ebacc in 2022.</p> <p>As identified in the challenges, attendance continues to improve and was higher than the national average last year but is lower for disadvantaged students. Looking at a 3 Year trend, disadvantaged students were lower than cohort/non-PP students at the end of last year so we continue to focus on improving attendance.</p> <p>Due to school closures, we were unable to offer a range of enrichment activities, which is why this continues to be a priority, as identified through this strategy, challenge 4: raising aspirations.</p>
---

### 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
Talk the Talk	Talk the Talk

### 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?	



### Further information (optional)

To support disadvantaged students, we also work with Into University and Go Higher West Yorkshire. Both organisations work with disadvantaged students to raise aspirations and develop positive learning habits.

We also use a Boosting Reading at Secondary programme to support literacy with some disadvantaged students.

We 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 have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils. This includes commissioning external reviews through the Red Kite Alliance and the Local Authority School Improvement service. During 2021-22, we have planned external reviews of: Aspirational Enrichment, Key Stage Reviews and Curriculum reviews.