

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Alsager School
Number of pupils in school (11-16)	1303
Proportion (%) of pupil premium eligible pupils	15
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023 2023-2024 2024-2025
Date this statement was published	22 nd December 2022
Date on which it will be reviewed	Autumn Term 2023
Statement authorised by	Andrea O'Neill Head of School
Pupil premium lead	Lianne Jardine Assistant Headteacher
Governor / Trustee lead	Carl Cooke, Vice Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£174,345
Recovery premium funding allocation this academic year	£52,164
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£226,509

Part A: Pupil premium strategy plan

Statement of intent

Alsager School is an achieving school and caring community with high expectations of its disadvantaged pupils. Our intention is to raise attainment and ensure that all pupils, irrespective of their background or the challenges they face, make good progress.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by all vulnerable pupils, such as those who are Young Carers or are struggling with social and emotional needs, regardless of whether they are disadvantaged or not.

Quality First Teaching and a knowledge-rich, broad curriculum is at the heart of our approach as they have been proven to have the greatest impact on closing the disadvantage attainment gap; this includes the study of the EBacc at GCSE to keep young people's options open for further study and future careers. It is our intention that non-disadvantaged pupils' attainment will also be improved alongside progress for their disadvantaged peers. It is essential that we provide pupils with the knowledge and cultural capital they need to succeed in life, alongside raising aspirations, to tackle intergenerational unemployment and poverty.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Recovery will also be aided through educational packages, such as Fresh Start Phonics, IDL Literacy and Numeracy, GCSEpod and Bedrock Vocabulary.

Our approach will be responsive to individual needs and rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils thrive. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set.
- act early to intervene at the point need is identified.
- ensure all staff take responsibility for disadvantaged pupils' outcomes and for raising aspirations.
- improve attendance of disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge																					
1	<p>Maths attainment of disadvantaged pupils is lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with recalling key facts and methods in relation to multiplicative problems, factors, percentages, and fractions.</p> <p>Maths KS2 scaled scores on entry to year 7 indicate the following percentages arrive below age-related expectations (scaled score of 100) compared to their peers. Although narrowed, a gap remains at the end of Key Stage 3 and 4.</p> <table border="1"> <thead> <tr> <th colspan="3">% of pupils with KS2 maths scaled score < 100</th> </tr> <tr> <th></th> <th>Non-PP</th> <th>PP</th> </tr> </thead> <tbody> <tr> <td>Yr 11 (leavers 2023)</td> <td>10%</td> <td>38%</td> </tr> <tr> <td>Yr 10 (leavers 2024)</td> <td>12%</td> <td>35%</td> </tr> <tr> <td>Yr 9 (leavers 2025)*</td> <td>22%</td> <td>58%</td> </tr> <tr> <td>Yr 8 (leavers 2026)*</td> <td>42%</td> <td>58%</td> </tr> <tr> <td>Yr 7 (leavers 2027)</td> <td>19%</td> <td>52%</td> </tr> </tbody> </table> <p>*Internal assessments – <i>Baseline Tests</i></p>	% of pupils with KS2 maths scaled score < 100				Non-PP	PP	Yr 11 (leavers 2023)	10%	38%	Yr 10 (leavers 2024)	12%	35%	Yr 9 (leavers 2025)*	22%	58%	Yr 8 (leavers 2026)*	42%	58%	Yr 7 (leavers 2027)	19%	52%
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	<p>% Persistent Absenteeism for disadvantaged pupils in 2021-22 was 28% higher than for non-disadvantaged pupils. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p> <table border="1"> <tr> <td>Disadvantaged</td> <td>Non-disadvantaged</td> <td>Gap</td> </tr> <tr> <td>47%</td> <td>19%</td> <td>-28%</td> </tr> </table>			Disadvantaged	Non-disadvantaged	Gap	47%	19%	-28%
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4	<p>In line with schools nationally, post-pandemic behaviour of pupils who are disadvantaged is disproportionately challenging when compared to non-disadvantaged peers. Behaviour for Learning data shows the average number of BFL 4s issued per disadvantaged pupil is 3.2 compared to 1.2 non-disadvantaged. Disadvantaged pupils are also three times more likely to receive a suspension or directed off-site provision for serious behaviour than non-disadvantaged.</p>								
5	<p>Our assessments, including wellbeing survey, observations and discussions with disadvantaged pupils and families have identified social and emotional issues such as anxiety, depression (diagnosed by medical professionals), low aspirations and low self-esteem having an impact on attendance, behaviour and attainment. This is often exacerbated by the toxic trio (poor mental health, substance dependency, domestic violence) that some of our disadvantaged pupils face in their households.</p>								

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
Improved Maths attainment among disadvantaged pupils across Key Stage 3 and 4.	Internal data to show gaps are closing throughout Key Stage 3 and Key Stage 4. GCSE results demonstrate improved attainment among disadvantaged pupils.
Improved reading comprehension among disadvantaged pupils across Key Stage 3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.
To increase cultural capital and close the knowledge gap between disadvantaged and non-disadvantaged through a knowledge-rich, connected curriculum that addresses gaps and misconceptions.	Internal monitoring and evaluation, alongside data, demonstrates that the subject knowledge of disadvantaged pupils is at the same level of non-disadvantaged pupils. Increased number of disadvantaged pupils accessing the National Tutoring Programme.

<p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>Sustained high attendance from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 6% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 3%. • the percentage of all pupils who are persistently absent being below national average and the figure among disadvantaged pupils being no more than 5% lower than their peers.
<p>To reduce the number of serious behaviour incidences</p>	<p>Reduced number of serious behaviour incidences from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> • Improved BFL grades • The impact of Kick and internal behaviour mentors. • Reduction in Step 5-7 meetings • Reduction in the number of pupils who are repeatedly demonstrating extreme behaviours. • Successful impact of behaviour strategies, including directed off-site provision.
<p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>Sustained high levels of wellbeing from 2022-23 demonstrated by:</p> <ul style="list-style-type: none"> • qualitative data from pupil voice, pupil and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils. • The significant increase in support provided to young carers.

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: £90,564

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>In Mathematics, the curriculum focuses on teaching for mastery, supporting pupils, including disadvantaged, with the use of whole-class teaching, common lesson content for all pupils and use of manipulatives.</p> <p>New and inexperienced staff to be trained in the mastery approach, delivered by mastery.</p> <p>Maths staff to participate fully in the working group of the Maths Hub (led by Alsager School).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models: KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	1, 3, 4, 5
<p>The continual review of curriculum design in all subjects to ensure all learners, including disadvantaged pupils, are explicitly taught the knowledge and cultural capital that they need to succeed in life.</p> <p>Curriculum design will be quality assured through subject 'deep dives' and whole-school monitoring and evaluation systems.</p> <p>Staff to implement the 'Connected Curriculum' in which subjects make explicit links to what is taught in other curriculum areas to help pupils know and remember more.</p>	<p>High quality teaching, which includes curriculum planning, is the most important lever schools have to improve pupil attainment: https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p> <p>Curriculum as a progression model: Developing a curriculum for progression so that pupil know and remember more considering types of knowledge to ensure appropriate sequencing. <i>Ashbee, R (2021) Curriculum: Theory, Culture and the subject specialisms</i></p> <p>Ofsted research reviews which collate currently available research evidence. We have considered what the evidence tells us about a high-quality education</p>	1, 2, 3, 4, 5

	<p>in each subject and ensured that our curricula reflect this.</p> <p>https://www.gov.uk/government/collections/curriculum-research-reviews</p>	
<p>Refine formative and summative assessment practice through staff professional development so that assessments help teachers to identify what pupils remember from the taught curriculum and identify the missing building blocks in pupils' learning.</p> <p>A range of formative and summative approaches to be used as vehicles for pupils to demonstrate their learning, ensuring the time taken to mark correlates with successful pupil outcomes.</p> <p>Widespread use of feedback machines to improve efficiency and effectiveness of feedback.</p>	<p>EEF Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional months' progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>The Independent Teacher Workload Review Group published a report following the Department for Education's (DfE's) workload challenge. The three principles from this report stated that marking should be meaningful, manageable and motivating.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/511256/Eliminating-unnecessary-workload-around-marking.pdf</p>	1, 2, 4, 5
<p>Staff to receive professional development on Reading Strategies and Fluency in order to close the reading gap between disadvantaged and non-disadvantaged pupils.</p> <p>Through professional development, teachers of all subjects will know how to support their pupils in overcoming reading barriers by understanding what factors determine text complexity. They will explicitly teach effective reading strategies to improve comprehension.</p> <p>Ensure disciplinary literacy is embedded in all subject</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths, Science and English:</p> <p>word-gap.pdf (oup.com.cn)</p> <p>EEF Toolkit suggests that the provision of reading comprehension strategies and phonics approaches can lead to an average of six and five additional months' progress respectively over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p>	1, 2, 3, 4, 5

<p>areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>A Literacy Lead in each faculty to monitor and evaluate the effective implementation of the seven practical evidence-based recommendations based on the key concept of disciplinary literacy.</p> <p>Appoint a Reading Lead to deliver intervention to the weakest 20% of readers. This will include the teaching of Fresh Start Phonics for pupils struggling to decode.</p>	<p>Poor reading has been shown to impact on attendance, behaviour and poor mental health.</p> <p><i>'Closing the Reading Gap'</i> Alex Quigley</p>	
<p>Further improve the transition process from primary to secondary so the school and class are more thoroughly prepared for the arriving learner. Increase communication with over 25 feeder primary schools to help foster curriculum continuity, make intelligent use of diagnostic assessment, and plan to address specific pastoral needs and academic support.</p> <p>Appoint a Progress Leader to focus on successful transition from Key Stage 2 to 3.</p>	<p>Several studies have shown a dip in attainment, especially in literacy and numeracy, coinciding with transition.</p> <p>https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p>	<p>1, 2, 3, 4, 5</p>

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

Budgeted cost: £22,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for disadvantaged pupils, including those who are high attainers, whose education has been most impacted by the pandemic.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 4, 5</p>
<p>Increase PP parental engagement to improve attendance, behaviour and pupil achievement by implementing the recommendations in the EEF Parental Engagement Guidance Report</p> <p>Staff will be trained on structured learning conversations with parents of disadvantaged pupils. Learning conversations to take place termly.</p> <p>Parents to be provided with guidance on how to support their child's reading at home.</p> <p>Throughout Spring and Summer term, Transition leads to meet with Year 6 parents in feeder primary schools to foster positive relationships, discuss transition concerns and remove barriers prior to the pupil's arrival at Alsager School.</p>	<p>Parental engagement has a large and positive impact on children's learning. This was the single most important finding from a review of studies of interventions aimed at supporting and improving parental engagement in the education of children: DfE Review of Best Practice in Parental Engagement</p> <p>Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +4 months over the course of a year:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>1, 2 3, 4, 5</p>
<p>Increase pupil access to educational packages, including Fresh Start Phonics,</p>	<p>Evidence has shown the use of digital technology can achieve improved outcomes for pupils:</p> <p>https://educationendowmentfoundation.org.uk</p>	<p>1, 2, 3, 4, 5</p>

<p>GCSEpod, Bedrock Learning and IDL Literacy/ Numeracy.</p>	<p>n.org.uk/public/files/Publications/digitalTech/EEF_Digital_Technology_Guidance_Report.pdf</p> <p>EEF Toolkit suggests phonics approaches can lead to an average of five additional months' progress respectively over the course of a year. https://educationendowmentfoundation.org.uk/guidance-for-teachers/literacy</p> <p>Research suggests that as a pupil progresses through school, they need to be adding at least 3,000 words to their vocabulary per year if they are to keep up with increasingly challenging curriculum texts (Beck, McKeown & Kucan, 2002).</p> <p>Research has found the IDL programmes to be a proven solution for increasing reading and spelling ability of pupils with dyslexia and other learning difficulties: https://www.idlsgroup.com/case-studies/the-effectiveness-of-idl-literacy-a-summary-of-research</p> <p>The Year 11 impact analysis of GCSEpod shows on average, regular users achieved 0.7 more Progress 8 points than non-users; the highest users achieved 20 Attainment 8 points more than non-users; regular users achieve, on average, 1 grade higher per subject than non-users: https://www.gcsepod.com/impact-gcse-learning-and-revision/</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £113,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increase attendance rates for disadvantaged pupils by following the principles of good practice set out in DfE's Working Together to Improve School Attendance and through dedicated attendance officers tracking, supporting and intervening on pupils' attendance.</p> <p>Use an appointed family liaison officer to improve attendance of our most vulnerable pupils.</p> <p>Employ members of staff between 9.30-11am to visit households of persistent absentees or those who are likely to become persistent absentees and encourage their attendance in school.</p> <p>Work closely with Cheshire East to improve the attendance of persistent absentees. This will involve regular communication, looking at case studies, collaboratively meeting with our most vulnerable families and reviewing cases.</p>	<p>The Department for Education (DfE) published research in 2016 which found that the higher the overall absence rate across Key Stage KS4, the lower the likely level of attainment at the end of KS4.</p> <p>DfE research (2012) on improving attendance at school found there is a clear link between poor attendance and lower academic achievement.</p> <p>Advice from the National Strategies (hosted on the National Archives) says that the links between attendance and achievement are strong.</p> <p>Pupils with persistent absence are less likely to attain at school and stay in education after the age of 16 years.</p>	1, 2, 3, 5
<p>Implement social and emotional programmes and employ a family support worker to support vulnerable disadvantaged pupils.</p> <p>Family Support Worker to work closely with external services including Cheshire Young Carers and Crossroads Young Carers to identify young carers, the level of care</p>	<p>Social and emotional learning interventions have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. According to the key findings from the EEF, being able to effectively manage emotions is also beneficial to children and young people beyond reading or maths scores: https://educationendowmentfoundation.org.uk/education-</p>	3, 5

<p>they provide and what additional support they might require.</p> <p>Appoint two mental health ambassadors who will lead a mental health pupil group and raise awareness of mental health across the school. This will include the delivery of assemblies and creating lessons for awareness days, such as World Mental Day and Men's Mental Health Month.</p> <p>Train five members of staff and volunteer pupils to become mental health first aiders.</p>	<p>evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence from the EEF Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year. Parental engagement in children's learning and the quality of the home learning environment are associated with improved academic outcomes at all ages.</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/ParentalEngagement/EEF Parental Engagement Guidance Report.pdf</p>	
<p>Employ behaviour and inclusion mentors – both internal staff members and through the charity, Kick - to support disadvantaged pupils who show low engagement with or have low expectations of schooling. Mentoring to be offered to pupils who are deemed to be hard to reach or at risk of educational failure or exclusion.</p>	<p>Mentoring appears to have a small positive impact on academic outcomes. Studies have found more positive impacts for pupils from disadvantaged backgrounds, and for non-academic outcomes such as attitudes to school, attendance and behaviour:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3, 4
<p>Offer a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance and aspiration. Activities (e.g. The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be targeted and supported to participate.</p>	<p>There is a small positive impact of physical activity on academic attainment (+1 month). However, physical activity has important benefits in terms of health, wellbeing and physical development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>Research has shown that arts participation is valuable in and of itself and can have a positive impact on</p>	3, 4, 5

	<p>academic outcomes in other areas of the curriculum.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	
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Total budgeted cost: £226,509

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 2021 to 2022 academic year.

The outcomes we aimed to achieve in our pupil premium strategy by the end of 2021/22 were not fully realised.

The DfE has discouraged comparison of a school's 2022 performance data with results in previous years due to the impact of COVID-19. Furthermore, the approach exam boards took to grading in 2022 reflected a midway point between grading in 2019 and 2021. It is therefore more meaningful to compare to 2019, when exams were sat last, than 2020 and 2021 due to the different nature of the assessments. However, the results should be taken with caution. We have compared Alsager School's results to national figures to help contextualise our results. Our Progress 8 score for disadvantaged pupils is -0.06. The progress of our disadvantaged pupils is therefore significantly higher than national results. With our overall P8 at 0.25 and non-PP at 0.31, the gap is higher than we would like, and we will be trying to address this with future cohorts. In terms of Attainment 8, our disadvantaged pupils are performing higher (40) than national disadvantaged A8 (36.64). Again, we have a significant gap when compared to Attainment 8 with our non-disadvantaged pupils (56); a gap we need to reduce with future cohorts.

	2022	2021 (Teacher Assessed Grades)	2020 (Centre Assessed Grades)	2019
Progress 8 Non-PP	0.31	N/A	N/A	0.29
Progress 8 PP	-0.06	N/A	N/A	-0.23
Attainment 8 Non-PP	56	55	58	55
Attainment 8 PP	40	44	45	44
%English and Maths Grade 4+ Non-PP	84%	82%	84%	82%
% English and Maths Grade 4+ PP	46%	70%	58%	56%

% English and Maths Grade 5+ Non-PP	59%	63%	63%	61%
% English and Maths Grade 5+ PP	30%	41%	42%	43%

1. Improved Maths attainment among disadvantaged pupils across Key Stage 3 and 4.

Covid-related disruption has caused learning loss in maths, with disadvantaged pupils having experienced disproportionate learning losses. Despite the strategies implemented in 2021-22, such as the use of the National Tutoring Programme, this learning loss has negatively affected disadvantaged pupils' mathematical performance. The gap between disadvantaged and non-disadvantaged in our GCSE results is significant and we will be trying to address this with future cohorts. The gap between disadvantaged and non-disadvantaged at the end of Key Stage 3 is significantly lower (11%), showing promising results from the embedding of the mastery curriculum.

	2022	2021 (Teacher Assessed Grades)	2020 (Centre Assessed Grades)	2019
% Maths Grade 4+ Non-PP	86%	84%	87%	84%
% Maths Grade 4+PP	49%	70%	61%	72%
% Maths Grade 5+ Non-PP	63%	67%	67%	61%
% Maths Grade 5+PP	32%	48%	51%	44%

2. Improved reading comprehension among disadvantaged pupils across Key Stage 3.

Like maths, Covid-related disruption has caused learning loss in reading, with disadvantaged pupils having experienced disproportionate learning losses. Our data shows that the improvement of literacy in all subject areas in line with recommendations in the EEF 'Improving Literacy in Secondary Schools' guidance has started to have a positive impact on reading comprehension. The gap between disadvantaged and non-disadvantaged pupils at the end of Key Stage 3 is 10%, which has narrowed from 24% upon entry to secondary school. However, current Year 7 and Year 8's Reading KS2 scaled scores on entry to year 7 indicate a higher percentage than ever arriving below age-related expectations (55%) compared to their non-disadvantaged peers (19%) so reading will remain a whole-school priority in 2022-23. Please note, Year 8 data should be taken with caution as it is based on internal baseline assessments due to the cancellation of SATS in 2021.

3. To close the knowledge gap and increase cultural capital between disadvantaged and non-disadvantaged through a knowledge rich curriculum that addresses gaps and misconceptions, and the use of tutoring.

We had a significant increase in the number of pupils accessing the National Tutoring Programme in 2021-22: a total of 745 hours of tuition were delivered to 73 disadvantaged pupils in order to close the knowledge gap. Our internal data shows that, on average, there is a 10% knowledge gap between disadvantaged and non-disadvantaged pupils, which is an improving trend.

According to our most recent Ofsted inspection in September 2021, “subject leaders have created detailed curriculum plans across a range of subjects. These plans identify the most important knowledge that pupils need to learn, and when. This helps pupils to build on what they already know.” However, they found that some Key Stage 3 pupils, including disadvantaged pupils, “do not benefit fully from a suitably deep and rich curriculum in a small number of creative subjects” and therefore “do not fully benefit from the opportunity to develop the rich cultural capital they need for later life.” As such, subject leadership teams in the creative subjects have reviewed the Key Stage 3 curriculum to ensure that all pupils experience an appropriately rich and deep curriculum. Our monitoring and evaluation systems in 2021-22 have judged these changes to have been successfully implemented.

4. To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.

As found in the EEF report, ‘The Impact of Covid-19 on Learning: A review of the evidence’, pupil attendance has fluctuated since the start of the pandemic - usually correlating with overall prevalence of covid cases (Roberts and Danechi, 2022). Therefore, attendance comparisons year on year are difficult. Alsager School’s attendance has not yet returned to the average attendance of 2019-20 (96.1%) and there is a gap between disadvantaged pupils and their peers, which will be a priority in the year ahead. Persistent absence for disadvantaged pupils is also much higher than we would like. In addition to absences caused by Covid-19, our observations and discussion with disadvantaged pupils and their families suggest persistent absence has resulted from poor mental health, including anxiety and depression, and disengagement from education following the pandemic. Tackling persistent absenteeism and the barriers to attending school will therefore remain a priority for the year ahead.

Attendance

Disadvantaged	Non-disadvantaged	Gap
86%	93%	-7%

Persistent Absence

Persistent absence pupils are identified as a persistent absentee if they miss 10% or more of their possible sessions.

Disadvantaged	Non-disadvantaged	Gap
47%	19%	-28%

5. To reduce the number of Fixed Term Exclusions and Behaviour Incidences

Unfortunately, we did not reduce the number of fixed term exclusion and behaviour incidences in 2021-22 and so this remains a priority for 2022-23. Of the 130 suspensions issued last academic year, 86 were issued to disadvantaged pupils. We have found the post-pandemic behaviour of pupils who are disadvantaged to be disproportionately more challenging than their non-disadvantaged peers. Disadvantaged pupils, on average, receive three times as many negative Behaviour for Learning grades than non-disadvantaged. As such, we are investing more money in behaviour mentors for disadvantaged pupils.

A contextual safeguarding concern is the rise of pupils bringing vapes into school and vaping. As such, we have responded by implementing vape sensors in toilets and issuing suspensions when pupils are found in possession of a vape, followed by a Vaping Awareness Programme. The consequence of this was the increase in suspensions in 2021-22 due to the number of pupils vaping. However, pupils and parents feel confident that we are tackling this issue.

6. To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.

Pupil Voice relating to wellbeing conducted in the summer term of 2021-22 was generally positive with 90% of pupils saying they enjoy learning in school, supporting Ofsted's view that "pupils enjoy coming to Alsager School. They feel safe in school." 81% of pupils felt that school promotes physical health and 78% said the school supports emotional and mental health. These figures are lower than pre-pandemic levels however and show there is still work to be done in supporting pupils' wellbeing. 48 pupils are currently accessing or on the waiting list for regular counselling.

The support for Young Carers' wellbeing at Alsager School has significantly increased in 2021-22. 70 pupils have been identified as Young Carers and have been referred to internal and external services, including Crossroads Together and Cheshire Young Carers, for support. This has been crucial as 40% of young carers say their mental health is worse than before the pandemic and 69% say they feel less connected to others (Carers Trust). We have created the role of Young Carers' School Champion, members of staff young carers can talk to in school and a notice board is dedicated to raising further awareness of Young Carers amongst staff. There is also a pupil notice board dedicated to our Young Carers, created and maintained by pupils and an after-school group we run in collaboration with Cheshire Young Carers, which has reduced their sense of isolation. We have successfully gained the Bronze Young Carers in School Award.

Furthermore, we now have an Enrichment Leader, a member of staff who is responsible for tracking the participation of disadvantaged pupils in extracurricular activities; a role that did not previously exist. In 2021-22, 55% of our disadvantaged pupils 'sometimes' participated in extracurricular activities which are known to boost wellbeing, behaviour, attendance and aspiration. We have funded trips and activities, including The Duke of Edinburgh's Award, for our disadvantaged pupils. Our aim is to improve on this in 2022-23 by encouraging regular attendance and widening participation by specifically targeting disadvantaged pupils and liaising with parents. Offering this provision is vital as 73% of disadvantaged pupils said they do not participate in clubs or activities outside of school compared to 43% of non-disadvantaged. According to the most recent Ofsted report in September 2021, "pupils

enjoy a range of clubs and activities, such as sports and drama clubs. They speak passionately about a well-attended 'rainbow club' that provides a voice for the school's lesbian, gay, bisexual and transgender community. Pupils also enjoy competing in sports events for points to win the college cup."

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
14-16 Vocational Pathway	Reaseheath College
Bedrock Learning	Bedrock Learning
The Duke of Edinburgh's Award	The Duke of Edinburgh's Award
Fresh Start Phonics	Ruth Miskin Training
GCSEpod	Soundbite Learning
Hegarty Maths	Hegarty Maths
IDL Literacy	International Dyslexia Learning Solutions Limited
IDL Numeracy	International Dyslexia Learning Solutions Limited
Kick	Kick London
Literacy Assessment Online	Edukey Education
National Tutoring Programme	MyTutor
PiXL	The PiXL Club LTD
Provision Map	Provision Map
The Lodge (short term alternative provision)	Sandbach School
Times Table Rock Stars	Maths Circle Ltd
Tute	Tute Education Ltd
Visyon	Visyon Ltd

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. This will include:

- Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support. Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. [Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF](#)

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, monitoring and evaluation systems, conversations with parents, pupils and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at several studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF Moving forwards, making a difference: A planning guide for schools 2022-23](#) 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.