



Allerton Grange School

Pupil Premium Strategy Statement 2019-22

Designated Lead: Michaela Child, Assistant Headteacher

Reviewed October 2019

Review cycle: 1 year

Next review: October 2020

Statement of Intent

Pupil Premium students face many barriers to success. The biggest of these is the knowledge gap evident between them and their peers, a significant word gap and a gap in their access to social and cultural capital. It is our duty to address these issues and provide true and absolute equality for these students. Allerton Grange School is committed to ensuring that all students achieve their full potential by providing an aspirational and rigorous knowledge-rich curriculum supported by four cornerstones: knowledge, literacy, aspirational enrichment and social mobility (the KLAS curriculum). This curriculum is designed to help students to know more, understand more, experience more and access more. With this shared cultural capital and consistent teaching to the top, Pupil Premium students stand to gain the most.

It is critical that, regardless of circumstance, the highest possible standards will be achieved. Pupil Premium is not simply a bolt-on extra, but is part of the DNA of all staff and governors at Allerton Grange. The moral purpose is simple; we have a duty to identify barriers quickly and ensure that they are addressed so that individuals and groups with Pupil Premium funding are supported to achieve the same equality of opportunity, achievement and destination as their peers.

The full Pupil Premium Policy is available on the Allerton Grange website.

School Overview

Metric	Data
School name	Allerton Grange
Pupils in school	1556
Proportion of disadvantaged pupils	473 students (32.8%)
Pupil Premium allocation this academic year	£414,130
Academic Years covered by this statement	2019-22
Publish date	October 2019
Review date	October 2020
Statement authorised by	Mike Roper
Pupil Premium lead	Michaela Child
Governor lead	Dan Carver (from December 2019)

Disadvantaged pupil performance overview for the last academic year

Progress 8	-0.09 (National like-for-like -0.45)
Ebacc entry	69% (National like-for-like 27%)
Attainment 8	38.95 (National like-for-like 36.54)
% Grade 5+ in English and Maths	26%
% Grade 4+ in English and Maths	56% (National like-for-like 44%)

Strategy aims for disadvantaged pupils

Aim	Target	Target date
Attendance	Improve attendance to above national average, including those currently on Free School Meals. Reduce Persistent Absentees	September 2022
Ebacc entry	80% or above Ebacc entry for disadvantaged students. To be in line with the Ebacc entry of non-disadvantaged in school and above national for all.	September 2021
Destinations	Increase the proportion of disadvantaged students (a) staying in education or employment after KS4 and (b) entering university/L3 apprenticeships, with an increase of Russell Group/Oxbridge entrants.	September 2022
Aspirational Enrichment	All disadvantaged students will participate in relevant enrichment activities throughout their time at Allerton Grange.	September 2021
Knowledge and cultural capital	The KLAS curriculum and assessment model will develop through the school, ensuring access to powerful knowledge and cultural capital for all, thereby raising achievement and encouraging high aspirations.	September 2022
Attitudes to learning	There will be no difference between ATL for disadvantaged and non-disadvantaged students. Persistent isolation figures will continue to reduce.	September 2022

Teaching and learning priorities for the coming year

Measure	Activity
Priority 1	KLAS curriculum development around high aspirations, powerful knowledge and long-term memory. Continue to embed the use of cognitive science strategies such as retrieval and interleaving. Curriculum-led CPD to support this.
Priority 2	Curriculum-led assessment models to be developed around formative low-stakes testing of substantive knowledge and purposeful summative assessment to support the curriculum.
Barriers to learning that these priorities address	Knowledge gaps from prior learning, low aspirations, and curriculum is as ambitious for disadvantaged students as their peers.
Projected spending	£160,700

Targeted academic support for the current academic year

Measure	Activity
Priority 1	Literacy interventions: Words Matter, Accelerated Reader, Ruth Miskin, Lexonik Leap, Lexonik, Boosting Reading at Secondary (with sixth form mentors). DEAR complements this and allows shared cultural capital through reading.
Priority 2	Continue to improve attendance for disadvantaged students, particularly those on free school meals and the persistent absentees so that they are above national averages.
Barriers to learning that these priorities address	Low levels of literacy on entry, word poverty, some student have a lack of parental support.
Projected spending	£52,500

Wider strategies for the current academic year

Measure	Activity
Priority 1	Increase the proportion of disadvantaged students (a) staying in education or employment after KS4 and (b) entering university, with an increase of Russell Group/Oxbridge entrants. Raise aspirations and provide quality of access to the curriculum through EBacc to support future choices.
Priority 2	Continue improving attitude to learning through a series of interventions: Enhanced Behavior Protocol, mentoring and support, study sessions, work with repeat offenders, challenge groups. Ensure all disadvantaged students are provided with equipment and support they need (including optician appointments, breakfast club etc) in order to succeed.
Barriers to learning that these priorities address	Low aspirations, poverty, well-being, out-of-school culture, some experience lack of home support.
Projected spending	£200,930

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Ensuring enough time is given for the development of the KLAS curriculum and assessment models. Ensuring quality CPD supports this.	Use of INSET days, curriculum meeting time. Devolved responsibility to curriculum leaders to develop a challenging and knowledge-rich curriculum supported by their own assessment model. Subject-specific CPD is led by the curriculum teams (in conjunction with latest research) to develop this knowledge-rich teaching.
Targeted support	Working with the hard-to-reach students and families in	A range of interventions are in place, including Enhanced Attendance Protocols,

	<p>order to improve attendance.</p> <p>Elevating literacy levels rapidly in order for disadvantaged word-poor students to attain the same levels as their peers.</p>	<p>rewards trips, Green Group sessions and 1:1 work with individuals and their parents.</p> <p>A range of literacy interventions are deployed from whole school (DEAR, Accelerated Reader and Words Matter), SEND (Lexonik Leap, Ruth Miskin), small group sessions on vocabulary (Lexonik) and individual paired work with sixth form mentors on comprehension (Boosting Reading @ Secondary)</p>
Wider strategies	Disadvantaged students tend to have low aspirations of themselves, little idea of options available to them and are unaware of what they need to do to have a successful future.	Working closely with careers, employers, universities and apprenticeship providers, students will be increasingly exposed to future possibilities and given a more in-depth understanding of their choices. A mentoring programme is in place with KS4, the Aim High programme in KS5.

Review: Last year's aims and outcomes

Aim	Outcome
To improve the Progress 8 score for disadvantaged students and move towards 0.	Achieved. Progress 8 made a significant improvement in 2019 to -0.09
To close the in-school progress gap between pupil premium students and their peers.	Achieved. Results in 2019 showed a negligible -0.04 gap between these two results.
To achieve better than national Achievement 8 for disadvantaged pupils and move towards the Achievement 8 figure for all.	Achieved. Results in 2019 showed an Achievement 8 figure of 38.95 (National 36.54)

This document is supported by the latest research including those carried out by:

- the Education Endowment Fund and their toolkit,
- Education Policy Institute such as “Key Drivers of the Disadvantaged Gap”

- the Sutton Trust
- the Social Mobility Commission
- DfE publications, including 'Research into how secondary schools across England have supported the most academically able disadvantaged pupils' (2018)
- UCL Institute of Education studies, particularly into social mobility
- Daniel Sobel (2018) 'Narrowing the Attainment Gap'
- David Didau (2019) 'Making Kids Cleverer'
- Alex Quigley (2018) 'Closing the Vocabulary Gap'
- Joseph Rowntree Foundation publications
- Gillborn et al (2016). Race, racism and education: Inequality, resilience and reform in policy & practice.
- Chetty & Hendren (2018). The impacts of neighbourhoods on intergenerational mobility
- "Making Good Progress" by Daisy Christodoulou,
- "Why don't students like school?" by Daniel Willingham,