

Pupil Premium Strategy Statement 2022-23

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	Allerton Grange School
Number of pupils in school	1707
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Dec 22
Date on which it will be reviewed	Dec 23
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	£440,860
Recovery premium funding allocation this academic year	£123,601
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	£564,461

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 2022 Progress 8 score for disadvantaged students was -0.25. For comparison, the Progress 8 figure for non-disadvantaged students in the local authority was 0.3 and for non-disadvantaged students nationally was 0.15. 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 and dropped further in 21/22: in 21/22 it was 89.03% and in 20/21 it was 90.76.
4	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

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: £308,311

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

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

<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: TLR for Curriculum Leaders of DEAR</p>	<ul style="list-style-type: none"> • Evidence Based Education’s Great Teaching Toolkit • The EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’. • <i>ResearchEd Guide to the Curriculum</i> • EEF’s Toolkit and EEF’s Guidance Reports • <i>Closing the Vocabulary Gap</i>, Alex Quigley • <i>Closing the Reading Gap</i>, Alex Quigley • <i>A Wealth of Words</i>, Ed Hirsch • <i>ResearchEd Guide to Literacy</i> 	2
<p>Technology and other resources focussed on supporting high quality teaching and learning: Seneca</p>	<ul style="list-style-type: none"> • EEF, ‘Using Digital Technology to Improve Learning’. • <i>Retrieval Practice</i>, Kate Jones. 	1
<p>Technology and other resources focussed on supporting high quality teaching and learning: Accelerated Reader</p>	<ul style="list-style-type: none"> • 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. • EEF, ‘Using Digital Technology to Improve Learning’. 	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
<p>Interventions to support language development, literacy, and numeracy: GCSE intervention including</p>	<ul style="list-style-type: none"> • Additional lessons, taught by curriculum leaders, to give Year 11 students additional lesson time. • EEF’s ‘Selecting Interventions’ tool 	1

Curriculum Leader masterclasses		
Interventions to support language development, literacy, and numeracy: School Led Tutoring (40% top up following government grant)	<ul style="list-style-type: none"> • The EEF’s ‘Selecting Interventions’ tool • Small group tuition EEF (educationendowmentfoundation.org.uk) 	1
Activity and resources to meet the specific needs of disadvantaged pupils with SEND: Speed Phonics	<ul style="list-style-type: none"> • The EEF’s ‘Selecting Interventions’ tool • The EEF Guidance for Teachers: Literacy • Small group tuition EEF (educationendowmentfoundation.org.uk) 	2
Activity and resources to meet the specific needs of disadvantaged pupils with SEND: Lexionik	<ul style="list-style-type: none"> • The EEF’s ‘Selecting Interventions’ tool • The EEF Guidance for Teachers: Literacy • Small group tuition EEF (educationendowmentfoundation.org.uk) • The EEF guidance report on Special Educational Needs in Mainstream Schools 	2
Teaching assistant deployment and interventions: 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
Teaching assistant deployment and interventions: Words Matter (SEND intervention)	<p>The EEF’s ‘Selecting Interventions’ tool</p> <p>The EEF Guidance for Teachers: Literacy</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: £215,000

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

<p>behavioural needs and communicating with and supporting parents: Attendance and safeguarding staffing</p>	<ul style="list-style-type: none"> • EEF’s Guides on: Behaviour, Improving Behaviour in Schools. • EEF Toolkit on Social and Emotional Learning • 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. • British Psychological Society’s report, ‘Behaviour Change: School Attendance, Exclusion and Persistent Absence.’ • DfE Guide <i>Improving School Attendance</i>. 	
<p>Supporting pupils’ social, emotional and behavioural needs and communicating with and supporting parents:: Extended, non-teaching Behaviour and Welfare Team</p>	<ul style="list-style-type: none"> • EEF’s Guides on: Behaviour, Improving Behaviour in Schools. • EEF Toolkit on Social and Emotional Learning. • <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 and 4
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips: TLR: Aspirational Enrichment Coordinator</p>	<ul style="list-style-type: none"> • <i>An Unequal Playing Field</i>, Social Mobility Foundation. 2019 • An Unequal Playing Field report.pdf (publishing.service.gov.uk) • EEF Arts participation EEF (educationendowmentfoundation.org.uk) 	4
<p>Supporting pupils’ social, emotional and behavioural needs: Careers workshops and enhanced support</p>	<ul style="list-style-type: none"> • 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. 	4
<p>Supporting pupils’ social, emotional and behavioural need: Careers’ Leader to provide Careers information, support and guidance for all students, including</p>	<ul style="list-style-type: none"> • 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. 	4

disadvantaged students.		
Supporting pupils' social, emotional and behavioural need: Breakfast Club	<ul style="list-style-type: none"> • EEF Toolkit on Social and Emotional Learning 	N/A
Contingency fund for individual needs	<ul style="list-style-type: none"> • 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: £564,461

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.

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments. For 2022, 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 -0.25. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 40.4.

The DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exam in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15. Therefore, the progress and attainment of our disadvantaged pupils in 2021/22, while below pre-pandemic levels, is considerably better than progress and attainment of disadvantaged students nationally.

Analysing internal data, we can see that the gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has grown since the start of the pandemic. Pre-pandemic, the Progress 8 score for disadvantaged students was -0.08 compared to -0.04 whole school (2018-19 results), showing that there was a negligible difference. This year, the Progress 8 score for the school was 0, while for disadvantaged students it was -0.25, showing that the gap has widened. Furthermore, the attainment 8 score was 48.5, again showing that disadvantaged students, on average, attain lower grades than their non-disadvantaged counterparts.

Our analysis suggests that the reason for this was primarily the impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils. While there is a gap in progress and attainment, we are pleased that this is not as wide as the national picture. Given the small gap pre-pandemic, we feel confident that our strategies will help close this gap in time. In the short term, we have ensured that our academic intervention for Year 11s focuses primarily on PP students; the majority of PP students in Year 11 are receiving at least one academic intervention this year.

EBacc entry for disadvantaged pupils was 83.15%, which is higher than previous years. For all students, this was 89%. This is an improvement on last year.

Absence among disadvantaged pupils was 89.03% in 2021/22. Raising the attendance of our disadvantaged pupils continues to be a focus of our current plan. The 'Further Information' section outlines some of the enhanced actions we are taking to support the ongoing work.

Our destinations data continues to be very pleasing: the picture for 2019 and 2020 (last set of published figures found on the DfE Schools Performance tables) is very positive, with a 2019 Progression

Score of 17, significantly above the national average. This data from 2020 shows that the percentage of disadvantaged students staying in education is 67% compared with 54% locally and 55% nationally. Furthermore, our provisional NEET figures for 2021-22 are pleasing, with NEET and unknown destinations well below local figures (this figure will be confirmed and published in 2024).

The Further Information section below provides more details about our planning, implementation, and evaluation processes.

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?	

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 are working with Voice 21 on their oracy in the classroom programme. This is a research-based programme, which demonstrates that oracy has significant benefits both academically and personally, particularly for disadvantaged pupils.

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.

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. This is not funded from the Pupil Premium Grant but adds extra capacity to the work we do.

We are also involved in the Anna Freud AWARE programme on Mental Health and High School Curriculum guides. Three members of non-teaching staff will lead the implementation of this programme in school, with the aims being:

1. Promoting positive mental health
2. Understanding mental illnesses
3. Tackling the stigma attached to mental illness
4. Enhancing help-seeking behaviours

This will support us to address mental health issues that manifest in school. This in turn should support with attendance and ultimately achievement.

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 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 was above national average last year; 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. The picture for 2019 and 2020 (last set of published figures found on the DfE Schools Performance tables) is very positive, with a 2019 Progression Score of 17, significantly above the national average. This data from 2020 shows that the percentage of disadvantaged students staying in education is 67% compared with 54% locally and 55% nationally. Furthermore, our provisional NEET figures for 2021-22 are pleasing, with NEET and unknown destinations well below local figures (this figure will be confirmed and published in 2024). This continues to be a focus of the Pupil Premium Strategy and a whole school priority to ensure that students are able to compete for places at top universities and on elite training programmes.