Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium funding for the 2025-2026 academic year 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	1788
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-27
Date this statement was published	Dec 25
Date on which it will be reviewed	Dec 26
Statement authorised by	Andy Norrington (Headteacher)
Pupil premium lead	Lucy Saunders (Senior Deputy Headteacher)
Governor / Trustee lead	Barbara Trayer

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£387,590
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	£387,590

Part A: Pupil premium strategy plan

Statement of intent

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

Allerton Grange School is a beacon of excellence, empowering every student to Aspire, Grow and Succeed.

- Through our transformative KLAS curriculum, we cultivate ambitious, well-rounded individuals who are equipped to thrive in an ever-changing world.
- We are relentless in our pursuit of exceptional outcomes, ensuring every student accesses life-changing educational experiences that unlock limitless possibilities.
- Our inclusive, diverse community fosters a culture of kindness, respect, and uncompromising aspiration, inspiring students to become confident, articulate leaders and active citizens, who contribute positively to society. Our shared values create a school where both students and staff can flourish.

Our KLAS curriculum (Knowledge, Literacy, Aspirational Enrichment and Service and Leadership) is the guarantor of equality. A knowledge-rich curriculum empowers students and ensures they can 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). As part of the English curriculum, students use Reading Plus and Sparx Reader to support the development of their reading. When appropriate, students receive literacy intervention to give them further support in this area; we have a wide range of interventions to meet the specific literacy needs.

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 2024 Progress 8 score for disadvantaged students was –0.31. This compares to a progress 8 score of –0.02 for the entire cohort. The gap was much smaller pre-pandemic and, as expected, this gap has now widened. Although progress was not reported in 2025, attainment for disadvantaged students was below attainment for

	non-disadvantaged students, 22% achieved 5+ in maths and English and 43% achieved a 4+ in maths and English. This is compared to 53% and 73% (respectively) for non-disadvantaged students nationally.
2	Upon entry, literacy levels (based on KS2 CAT score for reading) are lower for disadvantaged students than non-disadvantaged students, which has the potential to impact on their progress in and other subjects. It is notable that the September 2025 Year 7 cohort has a smaller gap, with the percentage of disadvantaged students below age-related expectations in line with the percentage of disadvantaged students overall. However, for all other year groups with SATs data, literacy levels are disproportionately lower.
3	Attendance for disadvantaged students is below the whole school average for attendance.
4	Disadvantaged students' outcomes (progress) in GCSE Triple and Combined Science are below the outcomes (progress) for non-disadvantaged students.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2027)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improve Progress 8 score for disadvantaged students.	By 2027, 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 2027, English P8 is at least in line with national P8 for non-disadvantaged. Internal data shows no gap between disadvantaged and non-disadvantaged students.
Improved attendance for disadvantaged students.	No gap between attendance for disadvantaged and non-disadvantaged students. This is sustained year on year.
Improve progress scores for disadvantaged students in GCSE combined science and triple award science.	By 2027, progress 8 for disadvantaged students is at least in line with national P8 for non-disadvantaged students. Internal data shows no gap between disadvantaged and non-disadvantaged students.

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: £121,325

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mentoring and Coaching and professional development on evidence-based approaches: AHT post – Teaching Learning & CPD Associate Assistant Headteacher – CPD TLR post – Teaching & Learning Coach	• *ResearchEd Guide to Leadership* • EEF – *Effective Professional Development* • EEF – [Effective Mechanisms of Professional Development](#) • *Developing Great Teaching: Lessons from the international reviews into effective professional development* Teacher Development Trust • *An evidence based approach to CPD,* Chartered College of Teaching • *A culture for Improvement,* Chartered College of Teaching • *The effects of high-quality professional development on teachers and students,* EPI	1
Professional development on evidence-based approaches: **As above:** AHT post – Teaching Learning & CPD Associate Assistant Headteacher – CPD TLR post – Teaching & Learning Coach	• *ResearchEd Guide to Leadership* • EEF – *Effective Professional Development* • EEF – [Effective Mechanisms of Professional Development](#) • *Developing Great Teaching: Lessons from the international reviews into effective professional development* Teacher Development Trust • *An evidence based approach to CPD,* Chartered College of Teaching • *A culture for Improvement,* Chartered College of Teaching • *The effects of high-quality professional development on teachers and students,* EPI	1, 4

Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: Supporting curriculum development by giving curriculum leaders an additional 5 hours a fortnight to plan and implement the curriculum.	• EEF's Evidence Based Education's Great Teaching Toolkit • The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'. • *ResearchEd Guide to the Curriculum* • *Researched Guide to Literacy* • EEF's Toolkit and EEF's Guidance Reports.	1, 2, 4
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: Vocabulous programme	• Evidence Based Education's Great Teaching Toolkit • The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'. • *ResearchEd Guide to the Curriculum* • EEF's Toolkit and EEF's Guidance Reports • *Closing the Vocabulary Gap*, Alex Quigley • *A Wealth of Words,* Ed Hirsch • *Bringing Words to Life*, Isabelle Beck • *ResearchEd Guide to Literacy*	2
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: Drop Everything And Read (DEAR) programme Reading Plus Sparx Reader	• *Closing the Vocabulary Gap, Alex Quigley -* • *Closing the Reading Gap, Alex Quigley* • *A Wealth of Words, Ed Hirsch* • *ResearchEd Guide to Literacy* • Evidence Based Education's Great Teaching Toolkit • The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'. • *ResearchEd Guide to the Curriculum* • EEF's Toolkit and EEF's Guidance Reports	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: TLR for Curriculum Leader of DEAR	• Evidence Based Education's Great Teaching Toolkit • The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'. • *ResearchEd Guide to the Curriculum* • EEF's Toolkit and EEF's Guidance Reports • *Closing the Vocabulary Gap*, Alex Quigley • *Closing the Reading Gap,* Alex Quigley • *A Wealth of Words,* Ed Hirsch • *ResearchEd Guide to Literacy*	2
Technology and other resources focussed on supporting high quality teaching and learning: Reading Plus, Sparx Maths, Sparx Reader, Vocabulous, Sparx Science	• EEF, 'Using Digital Technology to Improve Learning'. • *Retrieval Practice,* Kate Jones.	1, 4
Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: TLR Key Stage 3 coordinator, Science	• *ResearchEd Guide to the Curriculum* • *Developing Great Teaching: Lessons from the international reviews into effective professional development* Teacher Development Trust • *An evidence based approach to CPD,* Chartered College of Teaching • *A culture for Improvement,*	4

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

Budgeted cost: £75,075

Activity	Evidence that supports this approach	Challenge number(s) addressed
Interventions to support language	• Additional lessons, taught by curriculum leaders, to give Year 11 students additional lesson time.	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
development, literacy, and numeracy: GCSE intervention including Curriculum Leader masterclasses	• EEF's 'Selecting Interventions' tool	
Interventions to support language development, literacy, and numeracy: Lexia programme for reading intervention	• 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	• 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	• 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	The EEF's Guide on 'Making the Best Use of Teaching Assistants The EEF guidance report on Special Educational Needs in Mainstream Schools	2
Teaching assistant deployment and interventions: Words Matter (SEND intervention)	The EEF's 'Selecting Interventions' tool The EEF Guidance for Teachers: Literacy The EEF's Guide on 'Making the Best Use of Teaching Assistants The EEF guidance report on Special Educational Needs in Mainstream Schools	2

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

Budgeted cost: £191,189

Activity	Evidence that supports this approach	Challenge number(s) addressed

Supporting attendance and supporting pupils' social, emotional and behavioural needs and communicating with and supporting parents: Attendance and safeguarding staffing	• *Addressing Educational Disadvantage in Schools and Colleges,* ed. Marc Rowland. • 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 *Improving School Attendance.*	3
Supporting pupils' social, emotional and behavioural needs and communicating with and supporting parents: Extended, non-teaching Behaviour and Welfare Team	• EEF's Guides on: Behaviour, Improving Behaviour in Schools. • EEF Toolkit on Social and Emotional Learning. • *Addressing Educational Disadvantaged in Schools and Colleges,* ed. Marc Rowland. • British Psychological Society's report, 'Behaviour Change: School Attendance, Exclusion and Persistent Absence.'	3
Extracurricular activities, including sports, outdoor activities, arts, culture and trips: TLR: Service and Leadership coordinator	• *An Unequal Playing Field,* Social Mobility Foundation. 2019 • An_Unequal_Playing_Field_report.pdf (publishing.service.gov.uk) • EEF Arts participation	EEF (educationendowmentfoundation.org.uk)	1, 2, 3, 4
Supporting pupils' social, emotional and behavioural needs: Careers workshops and enhanced support	• 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. By raising aspirations and motivation, this will impact on all challenges we are aiming to address.	1, 2,3, 4
Supporting pupils' social, emotional and behavioural need:	• The Good Careers Guidance report, which sets out the Gatsby Benchmarks for Careers guidance in schools. Good	1, 2, 3, 4

Careers' Leader to provide Careers information, support and guidance for all students, including disadvantaged students.	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. By raising aspirations and motivation, this will impact on all challenges we are aiming to address.	
Supporting pupils' social, emotional and behavioural need: • Neurodiversity coach • Counselling services (through the Cluster)	• EEF Toolkit on Social and Emotional Learning	N/A
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:

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 2024-25 academic year.

We have analysed the performance of our school's **disadvantaged pupils** during the 2024/25 academic year, utilizing Key Stage 4 performance data and internal assessments. To benchmark this performance, we compared the results of our disadvantaged pupils against:

- National and local-level results for both disadvantaged and non-disadvantaged pupils.
- The results achieved by our school's non-disadvantaged pupils.

Target one: '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.'

Note on 2025 Data: Due to the lack of SATs, no Progress 8 score was generated for the Summer 2025 cohort. Therefore, we can only evaluate attainment

The gap between Disadvantaged (**PP**) and Non-Disadvantaged (**non-PP**) students had almost closed in the pre-pandemic era. However, since then, our PP P8 scores have been: −0.25 (2022), −0.20 (2023), and −0.31 (2024). While we are intensely focused on closing this gap, our 2024 performance remains significantly better than the **national PP P8 score of −0.57**.

Attainment Measure (2025)	Disadvantaged Students (School)	Non-Disadvantaged Students (National)
Grade 5+ in English & Maths	22%	53%
Grade 4+ in English & Maths	43%	73%

- Without P8 indicators, it is impossible to definitively assess the relative progress of these students based on their starting points. However, achieving a standard pass (Grade 4+) and a strong pass (Grade 5+) in English and Maths is crucial for careers and future destinations so we felt it was important to consider attainment. We aim to increase these percentages next year, through quality first teaching and targeted intervention.
- We recognise that all students, particularly disadvantaged pupils with lower prior attainment, may require additional support to secure GCSE Grades 4 and 5 in English and Maths, enabling their progression to the next stage of education or training.
- Targeted intervention is run by the English and Maths departments to support students at risk of not achieving these key grades.
- We use internal data to identify underachieving disadvantaged pupils and ensure appropriate intervention is in place (e.g., academic mastery, literacy, wider interventions, attendance support).

- Our approach is not a one-size-fits-all model; intervention is tailored to individual needs. Disadvantaged students are prioritised for intervention when spaces are limited.

Target 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'.*

- We have not been able to measure this against progress at GCSE English; as noted above, there are no progress scores. However, given the persistent gap in the percentage of disadvantaged students achieving passes in English, this target will remain active.
- **Assessment Investment:** Outside of the Pupil Premium budget, we have invested in **GL Assessment reading tests**. These tests will assess the reading ability of students in Year 7 and Year 10. This data will provide detailed diagnostic information to support further interventions and will help us evaluate the efficacy of current interventions for Year 10 students as they begin their GCSE preparation.
- We have **expanded our reading intervention offer** and will use the new assessment data to target more students, with the goal of ensuring all students are reading in line with age-related expectations.

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

- In the 2024/25 academic year, attendance for disadvantaged students was **88.8%**, which is **3.2 percentage points above the national average (85.6%) (***Figure from FFT Aspire***)**. This figure is practically unchanged from the previous year.
- While a gap persists between disadvantaged and non-disadvantaged student attendance within the school, our percentage continues to be above the national average for disadvantaged pupils. A robust plan is in place to support all students with low attendance, with a particular focus on our disadvantaged pupils. **As the attendance gap remains, this target will be retained for the next academic year.**

Target 4:

Improve progress scores for disadvantaged students in GCSE combined science and triple award science.

- In the absence of Progress measures in Summer 2025, we have evaluated attainment scores. This provides **limited evaluative data** as we lack information on students' starting points (prior attainment).

The attainment scores below are based on an average point score for each student in either combined or triple award science:

Attainment Measure (2025)	Disadvantaged Students (School)	Non-Disadvantaged Students (school)
Science 4+	48.9%	80.58%
Science 5+	21.74%	64.08%

While it is not possible to say if these results would have resulted in positive progress scores, there is clearly a gap in attainment. It is worth nothing that this is broadly in line with English and Maths, when comparing in school variation:

Attainment Measure (2025)	Disadvantaged Students (School)	Non-Disadvantaged Students (school)
English and Maths 4+	42.3%	80.1%
English and Maths 5+	21.7%	63.6%

- This suggests that Science attainment is now in line with other core subjects. However, in the absence of progress indicators, this target will remain on this strategy until we can confidently state that this gap is closing year on year. We continue to invest in Science, with an additional (temporary) TLR added to the structure to support with developing the KS3 curriculum.

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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 into 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.

Our Pupil Premium Strategy is aligned with our school development plan – each challenge identified is a whole school priority.

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.