



Allerton Grange School

Pupil Premium Strategy Statement 2024-27

Designated Lead: Lucy Saunders, Deputy Headteacher

Reviewed December 2024

Review cycle: 1 year

Next review: December 2025

Pupil Premium Strategy Statement 2024-27

This statement details our school's use of pupil premium funding for the 2023 to 2024 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	1748
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-27
Date this statement was published	Dec 24
Date on which it will be reviewed	Dec 25
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	£422,680
Recovery premium funding allocation this academic year	£28,227
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	£450,907

Part A: Pupil premium strategy plan

Statement of intent

The Allerton Grange School vision 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 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). In addition, Key Stage 3 students benefit from Words Matter, a vocabulary instruction programme. As part of the English curriculum, students use Reading Plus to support the development of their reading. When appropriate, students receive literacy intervention to give them further support in this area.

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.
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.
3	Attendance for disadvantaged students is below the whole school average for attendance. In 2023/24 attendance for disadvantaged students was 88.9% compared to national average of 85.3%, 3% above the national average. Attendance for non-disadvantaged students was 94.8% compared to a national average of 92.6%.
4	Disadvantaged students' outcomes in GCSE Triple and Combined Science are below the outcomes 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: £162,596

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Mentoring and Coaching and professional development on evidence-based approaches: : TLR posts – 4 Teaching and Learning Coaches TLR posts – 4 oracy champions</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>Professional development on evidence-based approaches: As above: TLR posts – 4 Teaching and Learning Coaches TLR posts – 4 oracy champions</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 	1, 4

	<ul style="list-style-type: none"> • <i>An evidence based approach to CPD, Chartered College of Teaching</i> • <i>A culture for Improvement, Chartered College of Teaching</i> • <i>The effects of high-quality professional development on teachers and students, EPI</i> 	
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: Supporting curriculum development by giving curriculum leaders an additional 7.5 hours a week to plan and implement the curriculum.</p>	<ul style="list-style-type: none"> • <i>EEF's Evidence Based Education's Great Teaching Toolkit</i> • <i>The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'.</i> • <i>ResearchEd Guide to the Curriculum</i> • <i>Researched Guide to Literacy</i> • <i>EEF's Toolkit and EEF's Guidance Reports.</i> 	1, 2, 4
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: Words Matter Vocabulary Instruction Programme Vocabulous programme</p>	<ul style="list-style-type: none"> • <i>Evidence Based Education's Great Teaching Toolkit</i> • <i>The EEF 'Cognitive Science Approaches in the Classroom: A Review of the Evidence'.</i> • <i>ResearchEd Guide to the Curriculum</i> • <i>EEF's Toolkit and EEF's Guidance Reports</i> • <i>Closing the Vocabulary Gap, Alex Quigley</i> • <i>A Wealth of Words, Ed Hirsch</i> • <i>Bringing Words to Life, Isabelle Beck</i> • <i>ResearchEd Guide to Literacy</i> 	2
<p>Developing high quality teaching, assessment and a curriculum which</p>	<ul style="list-style-type: none"> • <i>Closing the Vocabulary Gap, Alex Quigley -</i> • <i>Closing the Reading Gap, Alex Quigley</i> 	2

<p>responds to the needs of pupils: Drop Everything And Read (DEAR) programme Reading Plus Sparx Reader</p>	<ul style="list-style-type: none"> • <i>A Wealth of Words, Ed Hirsch</i> • <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 	
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils: TLR for Curriculum Leader 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, Alex Quigley</i> • <i>Closing the Reading Gap, Alex Quigley</i> • <i>A Wealth of Words, Ed Hirsch</i> • <i>ResearchEd Guide to Literacy</i> 	2
<p>Technology and other resources focussed on supporting high quality teaching and learning: Reading Plus, Sparx Maths, Sparx Reader, Vocabulous, Sparx Science</p>	<ul style="list-style-type: none"> • EEF, 'Using Digital Technology to Improve Learning'. • <i>Retrieval Practice, Kate Jones.</i> 	1, 4
<p>Developing high quality teaching, assessment and a curriculum which</p>	<ul style="list-style-type: none"> • <i>ResearchEd Guide to the Curriculum</i> • <i>Developing Great Teaching: Lessons from the international</i> 	4

<p>responds to the needs of pupils: TLR Key Stage 3 coordinator, Science TLR coaching: Science</p>	<p><i>reviews into effective professional development</i> Teacher Development Trust</p> <ul style="list-style-type: none"> • <i>An evidence based approach to CPD, Chartered College of Teaching</i> • <i>A culture for Improvement,</i> 	
---	--	--

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

Budgeted cost: £78,025

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy: GCSE intervention including Curriculum Leader masterclasses</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
<p>Interventions to support language development, literacy, and numeracy: Lexia programme for reading intervention</p>	<ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool • Small group tuition EEF (educationendowmentfoundation.org.uk) 	1
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND: Speed Phonics</p>	<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	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: £210286

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	<ul style="list-style-type: none"> • <i>Addressing Educational Disadvantage in Schools and Colleges</i>, 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 <i>Improving School Attendance</i>. 	3
Supporting pupils' social,	<ul style="list-style-type: none"> • EEF's Guides on: Behaviour, Improving Behaviour in Schools. 	3

<p>emotional and behavioural needs and communicating with and supporting parents:</p> <p>Extended, non-teaching Behaviour and Welfare Team</p>	<ul style="list-style-type: none"> • 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.' 	
<p>Extracurricular activities, including sports, outdoor activities, arts, culture and trips:</p> <p>TLR: Service and Leadership 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) 	1, 2, 3, 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. By raising aspirations and motivation, this will impact on all challenges we are aiming to address. 	1, 2,3, 4
<p>Supporting pupils' social, emotional and behavioural need: Careers' Leader to provide Careers information, support and guidance for all students, including disadvantaged students.</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. By raising aspirations and motivation, this will impact on all challenges we are aiming to address. 	1, 2, 3, 4
<p>Supporting pupils' social, emotional and</p>	<ul style="list-style-type: none"> • EEF Toolkit on Social and Emotional Learning 	N/A

behavioural need: <ul style="list-style-type: none"> • Neurodiversity coach • Counselling services (through the Cluster) 		
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:

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 2023-24 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2023/24 academic year using Key Stage 4 performance data and our own internal assessments. To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our 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.'

For 2024, 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 -0.31. The progress 8 score for disadvantaged students nationally was -0.57: on average, disadvantaged students at Allerton Grange make a quarter of a grade more progress than disadvantaged students nationally. For comparison: the progress score for non-disadvantaged students locally was 0.31 and for non-disadvantaged students nationally it was 0.16. Allerton Grange's progress 8 score for all students was -0.02. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects), the score for disadvantaged students was 33.5, compared to local which was 50.5 and national which was 50. The percentage of disadvantaged students entered for EBAC 79.6% significantly above average for local and nationally entries (55% and 44.7% respectively).

The data demonstrates that the gap between our disadvantaged and non-disadvantaged students has widened slightly, after two years of narrowing. Upon close analysis, the open bucket element of the has a significant impact on this. A significant factor that contributes to this is the progress scores for disadvantaged students who take Triple Science. This year we implemented robust internal assessments that allow us to ensure that students are supported with appropriate intervention ahead of their final GCSE exams. We have also ensured that the Key Stage 3 curriculum has been reviewed so that students start their Key Stage 4 course with secure scientific knowledge. With this in mind, we have specified that progress scores for science are one of our challenges and will be a focus of the next Pupil Premium strategy.

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.'*

Another aim is to close the literacy gap between disadvantaged and non-disadvantaged students. In order to measure this, we use the P8 score for English GCSE. The P8 score for disadvantaged students for English is -0.22 . Last year the score was -0.01 , which indicates that this year disadvantaged students have not made as much progress. This supports the rationale to keep this as a priority for the next Pupil Premium strategy.

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

In 2023/24 attendance for disadvantaged students was 88.9% compared to national average of 85.3%, 3% above the national average. Attendance for non-disadvantaged students was 94.8% compared to a national average of 92.6%. While there is still a gap between disadvantaged and non-disadvantaged students, the percentage is above national. There has been a slight increase in attendance for non-disadvantaged students and there is a robust plan in place to support all students who have low attendance, particularly our disadvantaged students. The attendance of students in receipt of Free School Meals (FSM) was in the top 25% nationally.

Target 4: *'Supporting disadvantaged students to secure aspirational next steps, including places at Russell Group universities.'*

While the published figures for students staying in education or employment for at least two terms after the end of Year 11 do not include a breakdown by student characteristics, 95% of students at Allerton Grange stayed in education or employment (results are lagged by two years – this is for Leavers in 2022). This is compared to local and national figures of 91% and 93% respectively.

However, the published figures for destinations after 16-18 (Leavers in 2021) are broken down by student characteristics. The percentage of Allerton Grange's disadvantaged students staying in education, including university and college, is 45%. This is in line with or just below local and national figures for non-disadvantaged students (45% and 47% respectively). 75% of students remain in education or employment, which is 2% above local and national figures for non-disadvantaged students.

Furthermore, although the published data for student progression into higher education is lagged by three years (at time of writing), we know that Allerton Grange's Progression Score is above average. 80% of disadvantaged students went on to study at university level, compared to 64% of non-disadvantaged students in Leeds and 66% of students nationally. Of that number, 13% went on to study at Russell Group universities, compared to 25% (non-disadvantaged) locally and 26% (non-disadvantaged) nationally. Therefore, when considering the destinations of our Key Stage 5 disadvantaged students, we can see that the gap is narrow, and we hope this trend will continue.

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

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 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. 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 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.

One of our challenges and priorities for last year was looking at destinations. As the data on this is very pleasing, and has been year-on-year, this will no longer be a focus of our Pupil Premium Strategy, although it will remain a whole school priority, in line with the school vision for 2025, to ensure that students are able to compete for places at top universities and on elite training programmes.