ALNS Pupil premium strategy statement

This statement details ALNS use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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	Admiral Lord Nelson School
Number of students in school	1127
Proportion (%) of pupil premium eligible students	26%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	November 2022
Statement authorised by	Chris Doherty – Head of School
Pupil premium lead	Matt Hutton – Deputy Headteacher
Governor / Trustee lead	Lyuda Wade – Governor with responsibility for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 242,570
Recovery premium funding allocation this academic year	£ 36,830
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	£ 279,400

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through overstaffing in core subjects and providing targeted academic interventions for students whose education has been worst affected, including non-disadvantaged students.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set

- act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	The **maths attainment** of disadvantaged students is generally lower than that of their peers. On entry to school 31% of our disadvantaged students from the current Year 9 cohort arrived below age related expectations in maths compared to 21% of their peers. School closures have exasperated this issue more for disadvantaged students who are more affected in terms of their maths progress.
2	Assessments, observations, and discussion with KS3 students indicate that disadvantaged students generally have **lower levels of reading comprehension than peers.** This impacts their progress in all subjects.
	In Reading 37% of disadvantaged students arriving below age related expectations compared to 31% of their peers. School closures have exasperated this issue more for disadvantaged students who are more affected in terms of their reading progress.
3	Assessments, observations and discussions with students and their families during the pandemic suggest that the **education and well-being of many of our disadvantaged students has been negatively impacted** by partial school closures and the disruption to their education caused by COVID-19. Although all students have been affected. The effect on disadvantaged students has been to a greater extent and this is supported by several national studies.
4	Our safeguarding records and referrals for emotional support for students demonstrate **a marked increase (and increasing month on month) of social, emotional, and mental health issues** amongst students such as anxiety, self-harm and disordered eating. This is partly driven by concern about catching up and prospects but also by the lack of social contact during the pandemic making it difficult to re-enter social circles and manage their heightened states.
	Disadvantaged students are overrepresented in requiring support from the on-site SMEH provision (Broadside) and in being referred for EQ, a 6-week emotional support programme, delivered by Senior Inclusion Assistants.
	This data and our observations suggest many disadvantaged students, particularly lower attaining, **lack emotional self-regulation strategies and resilience** when faced with challenging tasks.
5.	Our attendance data indicates that attendance among disadvantaged students pre pandemic was 2.6% lower than for non-disadvantaged student's pre-pandemic with the gap widening to 5.2% during 2020/21 academic year.

	Our assessments and observations indicate that **absenteeism is negatively impacting disadvantaged students' progress.**
6.	The take up of personal development and extra-curricular opportunities by disadvantaged students has been significantly lower than their peers despite removing financial barriers. This indicates that **the confidence and willingness of disadvantage students to take risks has been negatively impacted.** Demonstrated by the following data: - 17 students achieved their Duke of Edinburgh Bronze Award in 20/21 and only one was a disadvantaged student. - Year 11 Cardiff Citizenship trip – despite the experience being fully funded for disadvantaged students only 46% took up the offer compared to 54% of their full paying peers.

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 attainment among disadvantaged students across the curriculum at the end of KS4, with a focus on EBacc subjects.	By the end of our current plan in 2024/25, 75% or more of disadvantaged students enter the English Baccalaureate (EBacc). In the last 3 years this figure was between 40% - 43% 2024/25 KS4 outcomes demonstrate that disadvantaged students achieve: • an average Attainment 8 score of 45 an EBacc average point score of 4.00
To achieve and sustain improved wellbeing for all students, including those who are disadvantaged.	Sustained high levels of wellbeing from 2024/25 demonstrated by: • qualitative data from student voice, student and parent surveys, tutor feedback and closing EQ reports. • increase in participation in cultural capital activities for disadvantaged students to encourage aspiration, engagement with others and higher self esteem • a decrease in referrals for EQ support
To achieve and sustain improved attendance for all students, particularly our disadvantaged students.	Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all students being no more than 5%, and

	the attendance gap between disadvantaged students and their non-disadvantaged peers being reduced to 2%.	
	• Persistently absent disadvantaged students are proportionally represented compared to their peers. Currently 26% of all students are disadvantaged but 36% of persistent absentees are disadvantaged.	

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: £ 149,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests	Assessing and Monitoring Pupil Progress	Education Endowment Foundation	EEF	1, 2, 3
To ensure a high-quality teaching experience for all we have distilled our teaching and learning offer into seven teaching and learning principles across the trust. Training and time are provided to teachers to develop these principles and focus upon feedback, memorisation and the building of long-term usable knowledge in line with our curriculum intent. Assessment practices are being refined so that they	High-quality teaching (educationendowmentfoundation.org.uk)	1, 2, 3

are focused upon interleaving learning and checking for gaps in students learning of the planned curriculum.		
Whole school focus on academic language – vocabulary acquisition and comprehension skills to improve communication & comprehension skills	Whole School Literacy Action Plan EEF Recommendations 1, 2 & 3 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4 English Department trackers identifying key students for intervention, which include pp students. Intervention Evaluation	1, 2, 3
Whole school focus on reading & reading interventions	Whole School Literacy Action Plan Whole School Reading Plan EEF Recommendations 3, 4 & 5 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	2, 3
Introduction of Oracy as a whole school focus in conjunction with Voice 21. Oracy team to lead training across the school focusing on the Oracy Framework and Oracy Benchmarks to improve attainment and assess the impact for disadvantaged students. "Speak for change" report found that 44% of secondary teachers said school closures had had a negative impact on spoken language development of pupils eligible for FSM.	All party Group on Oracy "Speak for Change" report. Oracy can not only benefit students' spoken language skills, but also their confidence and capacity to learn and achieve success beyond school. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions For Voice 21, oracy is at the intersection of curriculum and pedagogy; it is both learning to and through talk. It is a set of teachable skills essential for life (learning to talk) and a teaching methodology in which talk is used as a tool for learning (learning through talk) https://oracy.inparliament.uk/sites/oracy.inparliament.uk/files/2021-04/Voice%2021.docx__0.pdf	2, 3
Let's Think in English oracy lessons	King's College University Research led approach. EEF recommendation in relation to structured talk. EEF Recommendation 6 for all year 7 & 8 students to develop cognitive & meta-cognitive skills.	

	https://educationendowmentfounda-tion.org.uk/education-evidence/guid-ance-reports/literacy-ks3-ks4	
Enhancement of our maths teaching and curriculum planning in line with DfE KS3, EEF and Ofsted guidance. Adaptations made to assessment policy to help students secure procedural knowledge as identified in Ofsted research review. We will fund teacher release time to embed key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including two staff attending NCETM Teaching for Mastery training). To support teaching for mastery we will subscribe to White Rose Maths and Go Teach to allow staff and students access to high quality resources. Including access to on demand CPD courses.	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) https://www.gov.uk/government/publica-tions/research-review-series-mathemat-ics 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://www.ncetm.org.uk/maths-hubs-projects/secondary-mastery-specialists/ https://whiterosemaths.com/#subscribe	1, 3
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance. We will fund professional development and instructional coaching focussed on each teacher's subject area. It will be rolled out first in maths to help raise maths attainment for disadvantaged students, followed by	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	1, 3

subjects identified as priorities.		
Training provided to all staff across the Trust so that relational and restorative approaches are embedded in the culture of the school, exemplified through tutors as champions.	Getting the ethos, culture and relationships right is an approach to dealing with the fall out when things go wrong, limiting the damage, stopping things escalating. https://whentheadultschange.com/ leading better behaviour - jarlathc https://www.independentthinking.co.uk/associates/mark-finnis/ Know me - Teach me-Louise-Michelle-Bomber	4, 5, 6

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

Budgeted cost: £ 70,100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide high-quality literacy, numeracy, and science interventions by overstaffing in these curriculum areas for students whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	Small group 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: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2, 3
High-quality screening of students for SEND allows for the delivery of early targeted intervention using proven programmes of success e.g., Lexia	Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1, 2 , 3
Targeted English interventions led by an experienced English teacher, focusing on key skills identified through GL assessment &	GL assessment data used to identify key foci for interventions, including for PP students – see GL assessment analysis document.	2, 3

teacher feedback. A significant proportion of pupils receiving intervention lessons are disadvantaged & the intervention programme is tailored to the specific needs of individuals. EEF Recommendation 7 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	GL assessments for year7 students (taking place in December 21) from which analysis of key foci can be made. Use of teacher feedback for intervention foci Use of small group intervention, including one to one tuition for PP students in line with EEF guidance. Sessions are for one hour 1-2 times p/wk depending on the cohort and run for periods of 6 weeks at a time.	

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

Budgeted cost: £ 60,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engagement with the CAMHMS Mental Health Support teams (MHST) and adoption of two Senior Mental Health leads to strategically drive this work for both specific students but also to inform and develop whole school practice. This includes training for leaders and wider staff, consultation time for EQ lead and time to share good practice.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund MHST employ CBT. EIF's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills and can reduce symptoms of anxiety and depression: Adolescent mental health: A systematic review on the effectiveness of school-based interventions | Early Intervention Foundation (eif.org.uk) There is additional evidence-based research from the Anna Freud Centre on Adolescent MH and from the National Pilot MHST schemes.	4, 6
Embedding principles of good practice set out in DfE's Improving School Attendance advice. Staff training, attendance at network meeting to share practice and develop new	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	5

procedures. Pastoral Support Worker focused on wellbeing and attendance to be appointed to improve attendance.		
Contingency fund to reduce barriers to attendance for disadvantaged students (typically around transport and uniform)	Based on experience, conversations with other agencies such as CSC, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-6
Embedding a SEMH therapy intervention space for specific students who require support with regulating their behaviour and emotions staffed by specialist trained intervention leads.	Evidence - research and sharing of good practice with secondary schools in Portsmouth including the Specialist Alternative Provision, along with consultation with Local Authority EP and OT.	4, 6

Total budgeted cost: £ 279,400

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 students in the 2020 to 2021 academic year.

Prior to the disruption caused by COVID-19 the outcomes for disadvantaged students at ALNS were improving and there was a trend of closing the gap in their performance compared to their peers in published outcomes. This was particularly the case for the higher attaining disadvantaged students. Internal assessment data and standardised tests show that the events of the last two years have widened the gap for disadvantaged students and extra support is going to be needed to counteract this.

Our 2020/21 assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to create and support cultural capital opportunities and events. For example, the Year 8 Camp experience in June 2021 (3 nights under canvas) subsidised for disadvantaged students.

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. However, internal assessments during 2020/21 suggest that despite of the pandemic 81% of disadvantaged students who experienced and engaged in the full curriculum offer in 20/21 achieved expected levels of progress.

The performance of disadvantaged students was lower than in the previous 3 years in key areas of the curriculum. EBacc entry was 43%, which is higher than in the previous 2 years, but 12% below the target we had aimed for.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended.

The impact was mitigated by our resolution to maintain a high-quality curriculum, in-cluding during periods of partial closure, which was aided by ensuring disadvantaged students had access to technology by heavily subsidising a Chromebook leasing scheme taken up by 95% of those eligible. The 5% of students not signed up were pro-vided with technology during lock downs.

Although disadvantaged student attendance in 2020/21 was lower than that achieved at the midpoint of 2019/20. (8% absence compared to 12.2%). PCC LA figures show that during lockdown Jan-Feb 2021 ALNS has had the highest attendance of vulnerable students in the city, the majority of whom are disadvantaged. On reopening in March 2021, 100% of students with social workers, most of whom are disadvantaged, attended school compared to a LA absence rate of 28.98%.

All student absence increased in 20/21 however, the gap between disadvantaged student and their peers also grew wider (from 2.6% in 19/20 to 5.2% in 20/21). Disadvantaged students are overrepresented in persistent absence statistics. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

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
Implementation of oracy education to ensure all teachers have a thorough understanding of oracy and how it can be developed in the classroom	**Voice 21** is the national oracy education charity with a view that a high-quality oracy education should become the norm for all children