

ALNS Pupil Premium Strategy Statement

This statement details Admiral Lord Nelson School's use of pupil premium (and recovery premium) funding for the 2023 to 2024 academic year to help improve the attainment of our disadvantaged students as we move into year three of our three-year plan.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the impact 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	1212
Proportion (%) of pupil premium eligible students	28%
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	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Chris Doherty – Head Teacher
Pupil premium lead	Martin Fuller – Senior Leader: Mathematics
Governor / Trustee lead	David van Walt – Governor with responsibility for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 312,570
Recovery premium funding allocation this academic year	£ 83,352
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	£ 395,922

Part A: Pupil premium strategy plan

Statement of intent

At Admiral Lord Nelson School, our mission statement of 'Dare to Dream, Aim to Achieve' applies equally to every one of our students, irrespective of their background or the challenges they face. Our aim is that all of our staff, working in partnership with parents and carers will provide opportunities and support to enable our students to make good progress and achieve their potential across the curriculum. In addition to this, we have a distinctive ethos with three key values: Inclusivity, Wellbeing and High Expectations.

We believe in creating a safe and inclusive environment where each student is encouraged to achieve their full potential. We foster a culture of respect, responsibility and kindness, where everyone is valued and supported. Our school-wide focus on helping students to be global citizens will ensure that they are prepared and able to look forward to their next steps beyond ALNS. We regularly remind ourselves that excellent teaching for all students has a particular benefit for disadvantaged students (evidence from EEF research) and this can be seen in the high expectations in classrooms across the school. High-quality teaching is at the heart of our whole school approach, with a focus on areas in which disadvantaged pupils require the most support. Teachers are proactive at supporting disadvantaged students in lessons.

We collect progress data at termly intervals and analyse this data thoroughly to ensure that appropriate 'catch-up' interventions are swiftly put into place, which include targeted interventions by teaching assistants and teaching staff. These interventions may involve both disadvantaged and non-disadvantaged students.

This strategy document links closely with our whole school improvement plan which also focuses on improving outcomes for SEND students who are over-represented in the disadvantaged category. 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.

In line with EEF recommendations our strategy focuses on three strands: High-quality teaching, targeted academic support and wider strategies.

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.

Targeted academic support has a positive impact on student outcomes. Considering how classroom teachers and teaching assistants provide targeted academic support,

such as linking structured small group interventions to classroom teaching is a vital part of our strategy.

Wider strategies include 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. Other strategies include supporting students and parents with attendance, behaviour, and social and emotional support, which may negatively impact upon academic attainment.

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 38% of our disadvantaged students arrive below age related expectations in maths 8% higher than our non-disadvantaged students and this gap widens by G.C.S.E.
2	Assessments, observations, and discussion with KS3 students indicate that disadvantaged students generally have lower levels of reading comprehension than their peers . This impacts their progress in all subjects. In the academic year 2023/24, around 32% of our disadvantaged pupils arrive below age-related expectations in Reading, compared to 20% of non-disadvantaged students.
3	Our safeguarding records and referrals for emotional support for students demonstrate a marked increase of social, emotional, and mental health issues amongst students such as anxiety, self-harm and disordered eating. Disadvantaged students are over-represented 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.

4	<p>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 8.2% during 2022/23 academic year. After the first half term of 23/24 the gap is 5.1%. with disadvantaged students missing 12.9% of sessions compared to 15.2% in the previous year.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
5	<p>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 disadvantaged students to take risks has been negatively impacted.</p>

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 reading ages and comprehension among disadvantaged pupils across KS3	Accelerated Reader assessments demonstrate improved reading age among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4	By the end of our current plan in 2023/24, KS4 outcomes demonstrate that disadvantaged pupils make expected progress and 60% attain Maths and English at 4+.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2023/24 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2023/24 demonstrated by the overall absence rate for all pupils being no more than 5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2-5%.

Increased student participation in cultural and aspirational trips, activities and extra-curricular activities to improve self esteem.	Eliminate gaps between Pupil Premium and non-Pupil Premium trip attendance. To help fund disadvantaged students trips where required. More involvement of Pupil Premium students in school council meetings/student movement and prefect duties. Encourage Pupil Premium students to join after school activities and help to break down the barriers causing non-attendance, for example, transport or equipment.
Greater equality and ensure staff are explicitly promoting our PP offer to parents.	All students have access to chrome books, uniform, trips, classroom equipment, resources and food.

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: £ 198,322

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use Accelerated Reader to allow ongoing tracking of students' reading ages.	Using Accelerated Reader to test students on the books they are reading allows the school to monitor how many books are being read, what level the students are at and to encourage healthy competitiveness amongst their peers. Evidence shows that Accelerated Reader is particularly effective amongst weaker readers and those who have a below expected reading age.	1, 2,
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	High-quality teaching (educationendowmentfoundation.org.uk)	1-5

<p>building of long-term usable knowledge in line with our curriculum intent. Assessment practices are being refined so that they are focused upon interleaving learning and checking for gaps in students learning of the planned curriculum.</p>		
<p>Whole school focus on academic language – vocabulary acquisition and comprehension skills to improve communication & comprehension skills</p>	<p>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</p>	<p>1, 2, 3</p>
<p>Whole school focus on reading & reading interventions</p>	<p>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</p>	<p>2, 3</p>
<p>Continue to implement use 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.</p>	<p>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</p>	<p>2, 3</p>

<p>Let's Think in English oracy lessons</p>	<p>King's College University Research led approach. EEF recommendation in relation to structured talk.</p> <p>EEF Recommendation 6 for all year 7 & 8 students to develop cognitive & meta-cognitive skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3, EEF and Ofsted guidance.</p> <p>Adaptations made to assessment policy to help students secure procedural knowledge as identified in Ofsted research review.</p> <p>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).</p> <p>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.</p>	<p>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:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>https://www.gov.uk/government/publications/research-review-series-mathematics</p> <p>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:</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p> <p>https://www.ncetm.org.uk/maths-hubs-projects/secondary-mastery-specialists/</p> <p>https://whiterosemaths.com/#subscribe</p>	<p>1, 3</p>
<p>Dare to Dream Aim to Achieve Project Launch</p>	<p>Staff run bespoke sessions to build sense of belonging in school. Community partnerships (Pompey in the community) to support health and wellbeing for students and their families through Dare to Dream project.</p>	<p>5</p>
<p>Training provided to all staff across the Trust so that relational and</p>	<p>Getting the ethos, culture and relationships right is an approach to dealing with</p>	<p>4, 5,</p>

<p>restorative approaches are embedded in the culture of the school, exemplified through tutors as champions.</p>	<p>the fall out when things go wrong, limiting the damage, stopping things escalating.</p> <p>https://whentheadultschange.com/</p> <p>leading better behaviour - jarlathc</p> <p>https://www.independentthink-ing.co.uk/associates/mark-finnis/</p> <p>Know me - Teach me-Louise-Michelle-Bomber</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 105,250

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>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.</p>	<p>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:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Engaging with the National Tutoring Programme to provide small group tuition, for pupils whose education has been most impacted by the pandemic.</p>	<p>A significant proportion of the pupils who receive tutoring will be disadvantaged. Evidence indicates that small group tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p>	<p>1, 2, 3</p>
<p>Targeted English interventions led by an experienced English teacher, focusing on key skills identified through GL assessment & teacher feedback. A significant proportion of pupils receiving intervention lessons</p>	<p>GL assessment data used to identify key foci for interventions, including for PP students – see GL assessment analysis document.</p> <p>GL assessments for year 7 students from which analysis of key foci can be made.</p>	<p>2, 3</p>

<p>are disadvantaged & the intervention programme is tailored to the specific needs of individuals.</p> <p>EEF Recommendation 7 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>Use of teacher feedback for intervention foci</p> <p>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.</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 92,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Attendance Officer is in place to track and monitor attendance across the whole school, to overcome as many reasons as possible that our disadvantaged students are not in school and raise attendance.</p>	<p>Regular absences from school can affect attainment levels, the quality of school-work and qualifications gained; school routine, disrupting the child's learning and that of the other students; the chances of children and young people being involved in anti-social behaviour, a child or young person's general wellbeing and long-term life opportunities. Evidence suggests that the more time a student is absent from school, the lower their results in performance will be. In particular, students with no absence are 1.6 times more likely to achieve level 4 or above, and 4.7 times more likely to achieve level 5 or above, than students that missed 15-20% of all sessions.</p>	4
<p>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 procedures. Pastoral Support Worker focused on wellbeing and attendance to be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	3,4
<p>Contingency fund to reduce barriers to attendance for</p>	<p>Based on experience, conversations with other agencies such as CSC, we have</p>	1-6

disadvantaged students (typically around transport and uniform)	identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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: £ 395,922

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

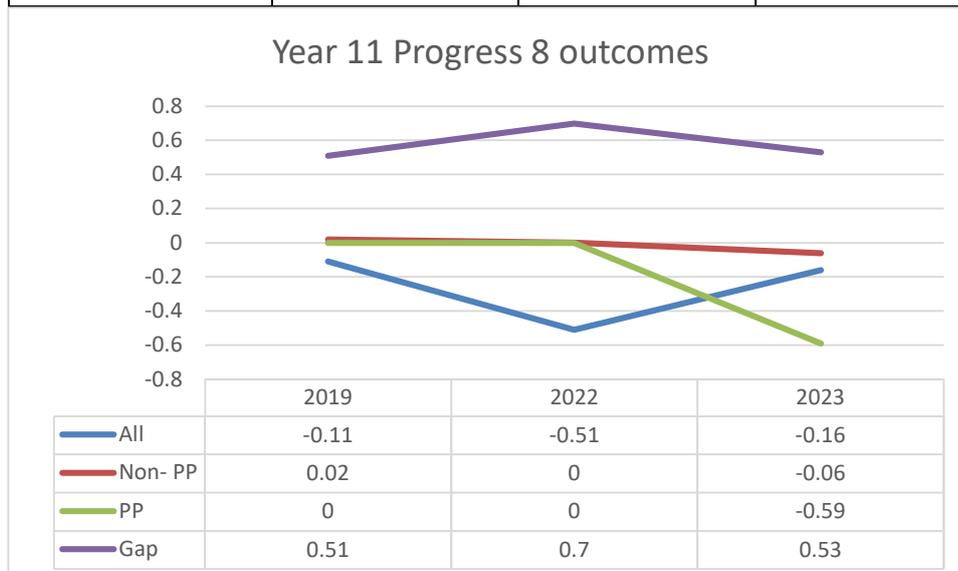
This details the impact that our pupil premium activity had on students in the 2022 to 2023 academic year.

1. High-quality teaching

The focus on developing our curriculum and teaching and learning principals is starting to show in our national results as outcomes continue to improve. P8 outcomes for disadvantaged students this summer were in line with the national average from 2022(-0.55) and a marked improvement from disadvantaged outcomes in 2022. While outcomes are still slightly behind the pre-pandemic level of 2019, the current year 11 predictions confirm student outcomes are on an upward trajectory. The gap between Non-PP and PP is again nearly back to pre-pandemic levels and predictions show the gap is likely to reduce again in 2024.

Year 11 Progress 8 outcomes:

Year	All	Non- PP	PP	Gap
2019	-0.11	0.02	-0.49(-0.45)	0.51
2022	-0.51	-0.41	-1.11(-0.55)	0.70
2023	-0.16	-0.06	-0.59	0.53



Disadvantaged Students Only	2019 Result	2022 Result	2023 Result
P8	-0.46	-1.11	-0.59
P8 English	-0.29	-0.97	-0.44
P8 Maths	-0.27	-0.99	-0.50
P8 Ebacc	-0.52	-1.06	-0.69
P8 Open	-0.64	-1.38	-0.64
A8	33.85	36.01	36.45
5+ Basics	24%	26%	27.9%
4+ Basics	45%	37%	44.2%
% Entering Ebacc	39%	66%	55.8%

Progress 8 measures and attainment measures have improved significantly from 2022 but we are still working towards returning to pre-pandemic levels. The progress 8 score is line with the P8 score of disadvantaged students nationally and well ahead of the average for the local area. Improving attendance is the key to returning to pre-pandemic levels. Evidence show disadvantaged students who attend over 90% are performing well.

Year 10 disadvantaged predicted outcomes:

	2019 Result	2022 Result	2023 Result	July 23 Prediction Current Yr 11
Disadvantaged				
P8	-0.49	-1.11	-0.55	-0.47
P8 English	-0.29	-0.97	-0.40	-0.46
P8 Maths	-0.27	-0.99	-0.45	-0.04
P8 Ebacc	-0.52	-1.06	-0.64	-0.81
P8 Open	-0.64	-1.38	-0.65	-0.50
A8	33.85	36.01	36.42	35.57
5+ Basics	24%	26%	27.9%	37.7%
4+ Basics	45%	37%	44.2%	60.4%
% Entering Ebacc	39%	66%	55.8%	71.4%
Ebacc APS	2.93	3.32	3.08	3.14

The current year 11 cohort are predicted to outperform the 2023 results across the board. However, the current progress scores indicate performance to be below pre-pandemic levels in English. Our focus on improving reading outcomes and move to maths mastery have started to improve outcomes but we need to continue to embed

these strategies. Disadvantaged attainment looks much improved at both the grade 5+ and 4+.

2. Targeted academic support

The National Tutoring Programme offers tuition support for students, to help those whose education has been most impacted by the pandemic. ALNS pursued the NTP tuition partner pathway working with MyTutor whose costs are subsidised by 60% with

Pupil Premium funding being used to pay the other 40%. Since January 2023 ALNS has provided an on-line tutor to 45 Year 11 students for 12 1-hour online tutor sessions in both English and Maths. These sessions took place after school and were targeted at disadvantaged Year 11 students identified by the Curriculum Leaders in English and Maths. The programme was also used to support 40 year 9 students identified as being below in maths

Ten Year 10 PP girls completed monthly 1:1 mentoring sessions through the Girls Network with female business role models throughout the year. The feedback from girls was very positive and we are awaiting the impact report from the Girl's network. As a result of overwhelming positive feedback Girls Network has been commissioned for academic year 23/24.

Following the success of Girls Network and the concerns raised about the achievement of disadvantaged boys the EBP was commissioned to offer 1:1 mentoring. This worked in a similar way to the Girls Network through a match process and then 1:1 fortnightly mentoring sessions during the school day. Students valued the programme and mentors played a big part in preparing students for work experience.

Year 11 Disadvantaged students were incentivised by participating in a Team motivation challenge with prizes for those responding well.. Students in this year's team motivation were provided with revision resources for English, maths and science.

3. Wider strategies

Attendance

	ALNS Cohort Size	2020/21 NA Absence	2020/2021 Absence	2022/2023 Absence
PP	285	12.2	14.1	16.6
Non-PP	1129	7.0	12.8	8.2
PP/Non- PP Gap		5.2	1.3	8.4

ALNS currently has an increasing PP/non-PP Gap that has widened to 8.4% from historically around 5% pre-covid. However, ALNS attendance is also below national average with PP students 2% below national average. The creation of assistant heads of house in the staff restructure in 2023 continues to increase the capacity of addressing unauthorised absence.

Trips

We used pupil premium funding to create and support cultural capital opportunities and events. For example, the Year 8 Camp experience in June 2023 (2 nights under canvas) subsidised for disadvantaged students.

Student Leadership

Student Leadership has been a key focus in promoting resilience and aspiration. 120 students are currently in leadership roles with disadvantaged students over-represented. Student surveys show an improved sense of belonging.

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