



Pupil Premium Strategy: Alderwood Academy

Pupil premium is additional funding Alderwood Academy receives to support students that are economically disadvantaged. Alderwood uses the money to allow these students to achieve their potential. The school gains Pupil Premium funding if they are currently in receipt of a free school meal or have been in the last six years. Students will gain additional funding if they are in care or have been adopted. If parents are in the armed forces this would also qualify for the funding.

Pupil premium money must be spent on improving academic outcomes and narrowing the gaps between that of their more advantaged peers. At Alderwood, we track student progress alongside their behaviour and attendance as they impact upon one another.

We currently have 8 eligible students for pupil premium funding of which 5 have EHCPs. This equates to a fund of £8,635

1. Summary (January 2020)					
School	Alderwood Academy	Number of pupils eligible for PP in total	8	Review planning for expenditure	November 2019
Academic Year	2019 - 2020	CIC eligible for PP	0		March 2020
Total roll	10	Total PP funding	£8,635		July 2020

2. Barriers to learning (for pupils eligible for PP)	
In-school barriers	
A	Below average literacy skills
B	Weak numeracy skills
C	Poor learning skills including organisation and resilience
D	Pupils not being 'ready to learn'
E	Gaps in prior learning
External barriers	



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F	Low aspirations
G	Limited access to positive role models
H	Lack of social care support
I	Lack of emotional well-being support

3. Desired outcomes		
	Desired outcomes and will they be measured	Success criteria
(i)	Attendance and punctuality of PPG students increases as they value the offer. Increased participation.	The target is to ensure that PPG student's attendance matches and/or exceeds non-PPG students. Increase in positive feedback from staff as recorded on school pod.
(ii)	Gaps are identified and interventions are in place to teach gaps	-1-2-1 intervention strategies are in place to support the needs of PPG learners that have specific needs. - Quality First teaching evidenced through lesson observation and work scrutiny - Progress data reviewed every three weeks through monitoring meetings and demonstrate progress. - Identification of pupils who are demonstrating poor progress at beginning of placement through three week 'all about me' project, leading to increased support and review of offer. - Individual learning plans in place for all pupils; reviewed half termly
(iii)	Pupils are ready to learn	Food and drink available upon arrival at school, at break (sensory snack). All pupils provided with high quality school meals. All equipment ready in lessons for use.
(iv)	Pupils reading levels improve and have access to books and reading materials.	- Catch up literacy 1-2-1 to support those with low level reading. - High quality reading materials widely available throughout school. - - Reading action plan in place and followed by all staff; daily phonics and reading sessions timetabled across school - HT prioritises reading across school
(v)	Pupils are able to complete challenging mathematical problems in a wide range of subjects.	- Weekly mathematics challenge spotted across school - Gaps in knowledge identified in three week project 'All about me'



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		upon arrival at school / drive to quickly plug gaps and embed knowledge in ensuring retrieval of information
(vi)	Pupils are exposed to a wide range of social/cultural and sporting experiences.	<ul style="list-style-type: none"> - Cultural Capital heavily focused upon throughout curriculum offer (three weekly topics which culminate in a whole school cultural capital event) examples include: whole school tea party with external visitors including showing of self-portrait exhibition; whole school games afternoon; graphic designer visit; attendance at pantomime; visit by Ipswich bus for the homeless (The Bus Shelter); Alderwood winter fair; beach clean; museum of London – Suffragette story; Colchester zoo visit; matinee performance at the Globe theatre - Trust WOW project funding used to facilitate external curriculum offer specific to each pupil - High quality sports activity offered off site to all pupils
(vii)	Support vulnerable disadvantaged pupils	<ul style="list-style-type: none"> - Broad and balanced curriculum offered. - All pupils given the opportunity for enrichment and off-site activities. - Pupils offered support to address additional mental health, medical and SEMH needs. (School nurse, NSPCC, Youth Justice Service; St Giles Trust, art therapy, music therapy)

4. Planned expenditure: PPG Funding 2019 - 2020

Quality of teaching						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
PP students to narrow gaps in learning	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects.	High quality 1-2-1 teaching is shown to narrow the gap of disadvantaged pupils.	Through each assessment point and within RAP meetings	Teachers	Termly	£1000



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Staff are fully aware of students that are not making progress and interventions are in place to support	RAP meetings to discuss plans/interventions for underperforming students	Staff will be able to identify gaps and plan to meet needs of the individual	Through each assessment point and within RAP meetings	Teachers	Three weekly reviews	
Numeracy support to be given 1-2-1 for students to develop basic numerical/functional skills	Teacher to pupil ratio increased to allow focussed intervention on gaps within core subjects.	High quality 1-2-1 teaching is shown to narrow the gap of disadvantaged pupils.	All students to make aspirational progress	Teachers	Three weekly reviews	£1000
Improvement in reading scores	<ul style="list-style-type: none"> - Appropriate and highly motivating reading material to be available throughout the school - Monitor reading scores at more regular intervals. - Reading promoted throughout the curriculum. Daily phonics and reading sessions. 	<p>Research shows that disadvantaged pupils read less outside of school.</p> <p>Low reading scores impact upon progress in all subjects.</p>	<ul style="list-style-type: none"> - data scores from reading tests will show rapid progression. - lesson observation - pupils reading for pleasure 	Teachers	Termly	£400 for new books
Students to develop ability in curriculum areas.	STEAM/Art/Science visits	Stretching the most able and giving pupils opportunities to experience different activities. Provide specialist equipment	<ul style="list-style-type: none"> -Student feedback -Attendance -Evaluation from staff 	NA	Half termly	£300



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Students to develop fitness and sports skills	Boxing	Qualified coach develop students interest in fitness and develop resilience.	-Student feedback -Attendance -Feedback from provider	WH	Half termly	£1200
Students are ready to participate in forest school activity with Suffolk Wildlife Trust	Clothing and footwear	Students will often not take part in activities if they feel they have incorrect clothing.	- Students will have required equipment to ensure that they can fully take part in activity despite elements	KO	When needed	£535
Other approaches						
Desired outcome	Chosen action/Approach	What is the rationale for this activity?	How will you ensure it is implemented well	Staff lead	When will it be reviewed?	Estimated costing
For pupils to have basic needs met to ensure they are ready physically, mentally and emotionally ready to learn.	Food available in food technology room at breakfast, breaks and lunch.	The EEF found that food on arrival and throughout the day can boost reading, writing and maths.	-Student feedback to ensure that food meets the needs of students and a variety of food is on offer.	Teachers	Half termly	£600
Students are supported with emotional and mental needs to allow them to access school and learning	Art Therapy	Therapy for vulnerable students to provide to provide social and emotional support through practical strategies.	-Counselling consent forms. Names allocated 60 min slot. - Confidential but safeguarding forms are completed for	AOR	Weekly	£3600



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			high risk disclosures. -Monitor by student feedback and art therapist			
Estimated total	(Please note the costings are estimated and also depend on placements being available and students taking up the offer)					£8,635