Alec Reed Academy: Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding 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	Alec Reed Academy
Number of pupils in school	1690
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2024/20245 to 2026/2027
Date this statement was published	October 2024
Date on which it will be reviewed	July 2025
Statement authorised by	Phil Cosby Principal / CEO
Pupil premium lead	Anne Franklin (Primary) Ann Colgan (Secondary)
Governor / Trustee lead	Louise Prince

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year Primary Phase	£331,388
Pupil premium funding allocation this academic year Secondary Phase	£395,686
Total budget for this academic year	£727.074,197

Part A: Pupil premium strategy plan

Statement of intent

At Alec Reed Academy our intention is that all pupils, irrespective of their socio-economic background or the challenges they face, make good progress and achieve high attainment across the curriculum. We recognise that with an IDACI score of 6645/32844, a multiple deprivation decile of 3 and an income score of 0.194 we need to have maximising the impact of our Pupil Premium money at the forefront of our planning.

The focus of our pupil premium strategy is to support disadvantaged pupils whose lives are often more complex and challenging than those of their peers especially the most vulnerable pupils, such as those who have a social worker and young carers. The aim is to level the playing field by providing opportunities that help close the gaps in learning that may have developed, especially during Covid. At the heart of this work is a drive to provide excellent support staff that can support these pupils both educationally and emotionally so that their time in school can be as impactful as possible.

Although specifically focused on supporting our disadvantaged learners the high-quality teaching that is at the heart of our approach, will also benefit the non-disadvantaged pupils in our school. The strategy set out below is integral to wider school plans for education recovery,

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 pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- use in-house data to diagnose the current gaps, issues and barriers for learning
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- ensure disadvantaged pupils have access to interventions and enrichment activities and enhance their cultural capital and narrow the attainment gap

Challenges

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

Challenge	Detail of challenge
1	**Reading Age and Comprehension** Data, assessments and in class observations highlight a significant concern related to the number of pupils that have a reading age two or more years below their chronological age. This barrier to learning is significantly higher within the most disadvantaged pupils. A high Literacy rate is a strong predictor of future success
2	**Attendance** Our attendance data shows that through the period of Covid the average attendance dropped by 3%. This figure is greater for disadvantaged pupils at 5%. The comparison between disadvantaged and non disadvantaged is of even greater concern when you study persistent absence. This absenteeism is negatively impacting disadvantaged pupils' progress.
3	**Progress at and through the Key Stages** Current data for year groups show that there are gaps between the expected outcomes for the disadvantaged and non-disadvantaged pupils. This has been an issue for a number of years but assessments, observations and discussions with pupils and families suggest that these gaps remain prominent and more needs to be done to reduce them.
4	**Pupil Well Being** Concerns related to pupil wellbeing have increased since the pandemic as have teacher referrals to our support teams. Whilst there is a clear correlation to concerns such as lost learning and exams/future prospects. It is also evident from assessments and discussions that many pupils and their families are going through emotional turmoil and cases of anxiety, depression (diagnosed by medical professionals) and low self-esteem are markedly increased. These concerns have only grown over recent months and the increase in the cost of living.
5	**Enhancing out of school hours education/study** Investigations have shown that there is a causal link between disadvantaged underachievement and a lack of resources and skills to work successfully outside of normal school hours.
6	**Close the gaps in lost learning** Observations suggest many lower attaining disadvantaged pupils lack metacognitive / self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers. This is indicated across the curriculum, but particularly in maths and science.

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
Reading Age and Comprehension	Reduce the gaps in reading ages, especially for the disadvantaged. Fewer disadvantaged pupils have a gap of more than two years between their reading and chronological age. Library is being used by more disadvantaged pupils. Accelerated Reader Reading scheme is fully embedded within the tutor programme and demonstrates how gaps have narrowed. Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers recognise improvement through engagement in lessons and book scrutiny.
Attendance	Gaps between disadvantaged and non-disadvantaged are closed. Attendance is more in line with national averages The overall absence rate for all pupils being no more than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1%.
Progress at and through the Key Stages	Attainment gaps between disadvantaged and non-disadvantaged are closed. The difference in outcomes within all key measures is narrowed.
Pupil Well Being	Pupil well-being and mental health is improved Fewer cases of emotional turmoil, anxiety and depression being identified. Improved self-esteem for the disadvantaged. Increased confidence in the future, especially related to the process of examinations, assessment and employability. Qualitative data from student voice, student and parent surveys and teacher observations. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils. Parents use of ClassCharts to support their child's education is more consistent.
Enhancing out of school	Sessions available before and after school that enhance learning.

hours education/study	Clubs and activities including a revision room available until 6.00pm on three nights a week. Laptops and mentoring programmes available to improve home learning. Homework completion rates across all classes and subjects improves. Aspirational and financial barriers are removed to ensure disadvantaged pupils are always able to fully participate in any event that widens their cultural capital.
Close the gaps in lost learning	Early identification of gaps through impactful assessment. Focus on quality teaching techniques. Improved understanding of the specific needs of pupils. Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects. Disadvantaged pupils that are at risk of underachieving in EMS are provided with additional support. Disadvantaged pupils are more able to monitor and regulate their own learning.

Activity in this academic year

This details how we intend to spend our pupil premium this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£500,000**

Activity	Brief summary of strategy	Evidence that supports this approach	Challenge number(s) addressed
Senior members of staff with allotted time to oversee provisions and interventions in place across each phase.	Regular student progress meetings with follow up actions to track the progress of disadvantaged students compared with all. Raised awareness of disadvantaged students with teaching staff. Particular strategies and interventions to raise achievement of disadvantaged groups.	Regular, testing and appropriate assessment 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, 4, 5, 6
Access to a Speech and language therapist.	Students receive specialist support to increase the speed of travel towards written and spoken fluency in English.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1, 4,
Access to a full time, on site, counsellor.	Pupils are supported with emotional and mental health issues that create barriers to their learning and personal development.	EEF suggests that a focus on well-being at Limpsfield School had a direct affect on achievement, communication and independence.	4
Full time SaFE Workers employed across the Primary and Secondary Phases	Students have direct access to support ensuring they are able to function well and learn effectively. Parental contact is easier to maintain and relationships built with PP families.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2, 4
Additional Dedicated Teaching Assistants employed to ensure that PP students with SEND are able to fully access and engage with in class learning	Improved levels of attainment for PP students with SEND. Vulnerable learners that present with complex barriers to learning are supported. Increased confidence in the classroom. Support is valued and well received.	There is evidence to suggest that CBT can have a high impact on risk behaviours and behavioural difficulties: Cognitive Behavioural Therapy - Youth Endowment Fund 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	1, 3, 4, 6

		of school-based interventions | Early Intervention Foundation (eif.org.uk)	
A focus on CPD to further enhance the quality of teaching across the Academy. The quality of teaching has the biggest impact on the attainment of disadvantaged students.	Clear leadership for the quality of teaching and learning and well managed strategies to track the performance of teaching staff and ensure they have the tools to be successful in the classroom. Improve intervention strategies specifically targeted to raise the attainment of disadvantaged students	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on attainment: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF	1, 3, 5, 6

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

Budgeted cost: **£100.000**

Activity		Evidence that supports this approach	Challenge number(s) addressed
Forest School sessions (outside provider) for students who have challenges in accessing the curriculum.	Forest school is a learner centred and led approach to education which suits students who find a traditional curriculum difficult to access. Students have the opportunity to contextualise their learning in contexts outside of the classroom, be exposed to experiences that show them how to lead a healthier lifestyle. Students have the opportunity to gain confidence and improve their self-esteem.	Evaluative research has shown that Forest Schools make a difference in the following ways: Confidence: children had the freedom, time and space to learn and demonstrate independence Social skills: children gained increased awareness of the consequences of their actions on peers through team activities such as sharing tools and participating in play Communication: language development was prompted by the children's sensory experiences Motivation: the woodland tended to fascinate the children and they developed a keenness to participate and the ability to concentrate over longer periods of time Physical skills: these improvements were characterised by the development of physical stamina and gross and fine motor skills Knowledge and understanding: the children developed an interest in the natural surroundings and respect for the environment.	3, 4, 5, 6
Intervention programs to provide tailored support for students falling	Accelerated Reading programme across Years 3 – 8.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a	1, 3, 6

below expected attainment in literacy and numeracy.	Investment in upgrading library and its resources. Booster sessions in literacy for KS1/KS2/KS3 students including Phonics Form time reading programme in secondary which includes key word and subject specific knowledge (cultural capital). TA tutoring students not making expected progress.	text, and this is particularly the case when interventions are delivered over a shorter timespan: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF	
Programme of additional booster classes and opportunities such as events, trips, visits and enrichment activities (including those for MABLE) run outside the normal school timetable. Opportunities are targeted at underachieving PP students to improve attainment and aspiration towards target grades as well as enhancing pupils cultural capital	Opportunities for students outside of the classroom increased. After school homework club available. Revision room available for exam groups that find it challenging to work at home. Open until 6.00pm on Tuesday, Wednesday and Thursday. Additional classes and revision sessions are provided at weekends and in selected school holidays. Targeted pre-school literacy intervention for disadvantaged children and those with reading ages two years below their chronological age (includes breakfast). Gaps in cultural capital knowledge and understanding are identified and trips and visits used to fill them.	The Sutton Trust identify the importance of an effective programme of diverse extra curricular activities that motivate and inspire PP students. It is especially important were the activities provide the student with experiences that they would not normally have. The level of support provided in these programmes would also support the completion of homework for PP pupils, which in turn would decrease the number of behaviour points received for homework related issues. EEF - Homework (High Impact/Low Cost	1, 2, 3, 4, 5,6
Mentoring of vulnerable students including learning mentors, attendance welfare, educational psychologist and peer mentors.	Student's well-being, academic progress, attendance and stress management is improved impacting positively on student progress. Increased numbers of PP students being mentored and trained as mentors.	Mentoring has a moderate impact according to the Sutton Trust. It helps to develop relationships and skill and inspires students to achieve the very best they are capable of. It can be effective for both the mentor and mentee and support mental well being.	1, 2, 3, 4, 5,6
Taught day extended for Year 11 to provide additional hour of science on Tuesday, Maths on Wednesday and English on Friday.	Additional classroom based catch up time.	QualityTeaching has the highest impact on driving standards. This is best delivered by the member of staff that has a clear understanding of the needs of the children.	3, 5, 6
Additional lessons before school, after school and during form time.	To move pupils to Grade 4 or higher in English and Maths which in turn improves life chances and employability.	Additional support 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:	3, 5, 6
Access to homework study room at the end of the school day in the library and IT1 between 3.00 and 4.00pm.	Close gaps in lost learning in the core subjects of English, Maths and Science.	EEF, Rising Stars and 'Closing the Reading Gap' have all highlighted the need for literacy and numeracy to be addressed. 1 in 4 PP students are below ex-	3, 5, 6

		pected levels nationally with students retaining 1.4 million extra words in their vocabulary if students read daily.	

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

Budgeted cost: **£100,000**

Activity		Evidence that supports this approach	Challenge number(s) addressed
Rewards and intervention for attendance. Praise programme, first day absence calls, high priority in all Line Management meetings.	Refine working procedures to enable system to work more efficiently and have a greater impact on pupils most at risk.	Research into intrinsic and extrinsic motivation reflects that "promotion-focussed individuals not only experience higher interest in a boring tasks but also make the task more interesting."(Smith et al., 2009)	2, 4, 5, 6
Increased use of social media to communicate 'good news'. MABLE (including MABLE PP) Parent Meeting. Parents Evenings. Parent Focus Groups. Parent Social Events. ClassCharts, Appllica, School Cloud	The learning of PP students is well-supported by their parents/carers. Parent/Carers have positive relationships with the Academy.	Parental engagement has a large and positive impact on children's learning. It is therefore a priority to identify interventions that are effective in supporting parental involvement, particularly those parents who are either not significantly involved in their children's education or who are not involved at all. DfE Review of best practice in parental engagement	1, 2, 3, 4, 5,6
Provide PP students who need it with basic resources and equipment. Revision resources available: flashcards; highlighters; printed resources; exam packs. Uniform and PE subsidies.	Students have the essential uniform and equipment needed to participate in the Academy community and to learn effectively. Resources are provided to support home learning.	If disadvantaged students are not provided with the equipment and resources to enable them to access the curriculum at the same pace as their peers then the gap between outcomes is likely to grow. SEN support: A rapid evidence assessment	1, 3, 4, 6
Targeting and visiting students who have low attendance/punctuality/poor behaviour at primary school. Identifying students who are not secondary ready. Handover information meetings-	Students who are not secondary ready catch up quickly. Barriers to learning quickly identified and monitored and interventions are put in place.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. Improving School Attendance	1, 2, 3,

central spread sheet of useful contextual information. Year 7 Camping Trip.			
Six drop down days over the course of the academic year that provide high quality PSHCE provision on a range of topics suitable for each year group (Primary and Secondary).	PP pupils are guaranteed access to lessons that widen their knowledge and understanding of key PSHCE issues, so they are fully prepared for adult life.	The EEF case study at Dixon Kings Academy highlights the need to put the focus on the specific gap and not on the whole cohort. The targeted approach focuses on what specific academic support is needed to close gaps most effectively.	2, 4, 5, 6
Connexions (careers) interviews/group seminars for students in key transition phases and PP students in KS3 and KS4 who are below targets.	Students have the opportunity to contextualise their learning in the working world and start making future plans. Connexions met with all PP Year 11 pupils regularly and a specific programme put in place for those at risk of NEET.	In the case of Limpsfield School the focus on the world of work had a direct impact as it links to the third tier of the EEF recommended approach of wider strategies that can make a difference to motivation and attitudes to learning. Careers Strategy: making the most of everyone's skills and talents	3, 4, 5,6
Subsidise the cost of music lessons for PP students taking Music as a GCSE subject and for Music SABLE PP students.	Students are the given the opportunity to learn an instrument and deepen their understanding of music. Wider impact of music learning on numeracy skills.	There's no doubt that a progressive and sustained music curriculum is a vital component of the inclusion mix. Creative and musical pastimes are core to how young people spend their time, interact with others, and have fun. Youth Music: The Sound of the Next Generation	4, 5
Based on experience, we have identified a need to set a small amount of funding aside 'The Hardship Fund' to respond quickly to needs that have not yet been recognised.			

Total budgeted cost: £700,000

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 to 2024 academic year.

Examination outcomes for 2024 suggest that there is still significant gap between the performance of disadvantaged pupils and their peers in all phases. Results in all phases have stabilised post Covid and we are particularly pleased with the outcomes at Post 16. Plans have been put in place with the new year 11 to ensure that the impact of the additional hour of teaching in English, Maths and Science is as impactful as possible.

Disadvantaged pupils sometimes lack the independent skills to complete homework and do not have suitable places to work in the evening. This creates and additional barrier to their learning. We are intending to provide more support in developing these skills both in house and through outside agencies. In the secondary phase this will include the use of our Drop Down Days.

Attendance figures are improving but there is a clear link between disadvantaged children and poor attendance. This is magnified further when you consider persistent absent. The Home Attendance Liaison Officer (HALO) is making a difference as she is excellent in her role, but the long term absence of the Attendance Officer in the primary phase has had an impact.

Following issues encountered last year in relation to the transition of pupils with additional needs we have worked hard to improve these processes and put in the correct levels of support and also fast track pupils for testing where we feel that this has not happened in a timely manner. We continue to have concerns regarding the fact that some children joining nursery and reception are not ‘school’ ready and have gaps in their social development, this remains one of the greatest concerns post Covid, we are though hopeful that this should not be so evident in the next cohort.

During the last academic year funding was spent in the following areas;

Wellbeing support was provided for all pupils, and targeted interventions put in place as required.

Pupils across the secondary phase were given the opportunity to work with outside agencies that could develop their personal skills and better prepare them for the world of work.

PP pupils were provided with additional learning resources at KS4 and KS5 to including study guides and materials to support revision and examination preparation.

The programme of curriculum enrichment on Drop Down Days was enhanced to provide opportunities for key aspects of the wider curriculum such as PSHCE and careers to be covered in greater depth.

Student voice was extended to provide opportunities for valuable discussion that could inform decision making.

Our rewards systems were further enhanced following pupil feedback.

Externally provided programmes

Programme	Provider
Mentoring	Teach First
Study Skills Programme	Elevate Education
Careers advice	Connexions
Online resources	For example - Oak National Academy Ed Tutor