

Pupil premium strategy statement –*Alameda Middle School*

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	718
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	2022/2023 to 2024/2025
Date this statement was published	November 2024
Date on which it will be reviewed	June 2025
Statement authorised by	<i>Mrs Ross</i> , Headteacher
Pupil premium lead	<i>Mrs Fox</i> , Deputy Headteacher
Governor	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 109,768.00
Total budget for this academic year	£109,768.00

Part A: Pupil premium strategy plan

Statement of intent

At Alameda, we are committed to raising the expectations and aspirations of all disadvantaged children. We believe that our disadvantaged learners need to receive the very best from everyone. Ultimately, our disadvantaged learners need great teaching and great support, all day every day. We need every person in the school to believe that our disadvantaged learners need and deserve an equitable approach from us.

The barriers for our learners are many and varied and we aim to spend our money to remove these barriers in consultation with our students and families. It is our intention that all pupils in all years, regardless of their background or the particular challenges they face, make good progress and achieve high attainment across the curriculum. Fundamentally, we want all of our pupils to leave our school, at the end of Year 8, with a strong foundation for the next stage of their secondary education, having attained well and enjoyed an enriched experience.

We are committed to using evidence based approaches and we utilize research carried out by the Education endowment Foundation (EEF). We believe that a tiered approach to Pupil Premium spending provides the best structure and impact for our disadvantaged pupils. This tier forms a balanced approach where funding is spent to improve teaching quality, targeted academic support and wider strategies as outlined by the Education Endowment Foundation pupil premium guide.

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support.

A key focus of our work is to achieve proportional representation for disadvantaged youngsters in all aspects of school life so that our disadvantaged youngsters are challenged in lessons and engaging in wider experiences outside of the classroom that will develop their skills to be successful in life.

Our approach is centered on quality first teaching. Within this, we will focus on the areas in which our disadvantaged pupils need the most support and will therefore gain the most from. High-quality teaching is proven to have the greatest impact on closing the gaps between the disadvantaged and the non-disadvantaged. High quality teaching will also benefit all pupils in our school community. In essence, our strategy is about working towards positive attainment outcomes for all of our pupils. Targeted academic support has always been an integral part of our strategy, but never more so than as a result of the impact of the pandemic.

To evaluate the effectiveness of our approaches and actions we will:

- Ensure a whole-school approach in which our disadvantaged pupils are at the forefront of our planning and delivery.
- Provide intervention at the point when a need is identified
- Work to ensure that all staff take responsibility for the outcomes of disadvantaged pupils, thereby raising expectations of what these pupils can achieve.

Challenges

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils.
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with reading than their peers.
3	A high % of our PP pupils have SEND needs.
4	In English & science our disadvantaged pupils do not perform as well as their non-disadvantaged peers. In both key stages two and three, disadvantaged boys (especially pupils who are both disadvantaged and registered as having a SEN) do not perform as well as our disadvantaged girls in some subjects.
5	Our assessments, observations and discussions indicate that the education and wellbeing of many of our disadvantaged pupils continues to be affected by the impact of the partial school closures during the COVID-19 pandemic, more than other pupils. These findings are supported by national studies.
6	Our observations and discussions with our disadvantaged pupils have identified social and emotional issues for many pupils and a lack of enrichment opportunities. Resilience remains a challenge for some.
7	Attendance data over the last three years shows that PP pupils do not attend school as regularly as non PP pupils resulting in higher persistent absentees.
8	Our assessments, observations and discussions indicate a variety of practical challenges – such as access to equipment, IT and uniform

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 all disadvantaged pupils across the curriculum and across both key stages, with a particular focus on boys.	By the end of the current plan in 2024/5, key stage two outcomes will : - demonstrate that the gap between disadvantaged pupils has closed with their nondisadvantaged peers. - key stage three data will demonstrate that, across time, the attainment gap between disadvantaged pupils and their non-disadvantaged peers will have reduced.
To achieve and sustain improved attendance for all pupils, especially our disadvantaged pupils.	High attendance as shown by: the overall absence rate for disadvantaged pupils is improved and similar to their non-disadvantaged peers.
Improved parental engagement with the communications between school and home and improved parental engagement in the work of the school, directed at improving attainment.	- Qualitative data such as that from parent surveys, form tutors and subject teachers will demonstrate that all parents feel well-informed about school routines and key events. - For our disadvantaged families, parental engagement in events such as parents' evenings will be in line with whole-school attendance.

Activity in this academic year

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: **£93,268**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raise attainment in English and maths by adding in an extra group in each year, as staffing and accommodation allow.	International research evidence suggests that reducing class size can have positive impacts on pupil outcomes when implemented with disadvantaged pupils. When a	1, 2, 3, 4, 5

	change in teaching approach accompanies a significant class size reduction then benefits on attainment can be identified, in addition to improvements on behaviour and attitudes. The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive. Reduced class sizes give more time for quality interaction between pupils and teachers. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size	
Continuous CPD for teaching/support staff led by newly appointed Teaching and Learning lead. School working communities support with pedagogy; questioning, adaptive teaching, stretch and challenge, feedback strategies.	Resources are based on Rosenshine's Principles of Instruction for Quality First Teaching. The coaching style enables teachers to identify pupils' learning challenges and to refine and enhance QFT strategies that will maximise pupil engagement with learning and impact on outcomes.	1,2,3,4,5
Newly appointed SENDCO using diagnostic maths and English assessments to identify and put in place intervention needed for catch up 1:1 or small groups.	Intensive 1:1 or small group support is most likely to be impactful if it is provided in addition to and is explicitly linked with normal lessons. Assessment of learning gaps enables them to be addressed through targeted and meaningful interventions.	

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

Budgeted cost: **££93,268**

Activity	Evidence that supports this approach	Challenge number(s)
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		addressed
Tuition for priority pupils in Years 6 and 8 (disadvantaged, those with SEN and others who our internal data shows would benefit from small-group tuition).	Tuition targeted at specific needs and knowledge and skills gaps can be an effective way of supporting those who need it most: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	1, 2, 3, 4, 5
Graduate teacher programme to support all disadvantaged pupils in all years with structured interventions for English. Specialist maths intervention teacher working within the classroom and in small groups with disadvantaged pupils.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. The EEF teaching and learning toolkit describes one to one or small group tuition as “very effective at improving pupil outcomes”, particularly when it is in addition to, rather than instead of normal classroom teaching. https://d2tic4wvo1iusb.cloudfront.net/documents/guidanceForTeachers/EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf Small-group interventions in each year group are directed at those who are not on track to meet their targets, those who need additional support in terms of boosting attainment, those who need support with very specific aspects of their learning .	1, 2, 3, 4, 5, 6
Train staff in Fresh Start Phonics programme for effective delivery and good outcomes in phonics. Use diagnostic assessment every half term to ensure accurate, targeted 1:1 / small group intervention enables pupils to catch up	The research underpinning the EEF’s guidance report ‘Special Educational Needs in Mainstream Schools’ indicates that supporting high quality teaching improves outcomes for pupils with SEND https://d2tic4wvo1iusb.cloudfront.net/	1, 2, 3, 4, 5, 6

Train staff in Ucan Maths programme. Use diagnostic assessment every half term to ensure accurate, targeted 1:1 / small group intervention enables pupils to catch up	eef-guidance-reports/send/Five-a-day-poster_1.1.pdf	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£16500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Organise a whole-school 'Breakfast Club' to encourage a punctual and strong start to the school day.	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. https://www.gov.uk/guidance/national-school-breakfast-club-programme#:~:text=Evidence%20shows%20that%20providing%20a,and%20improved%20wellbeing%20and%20behaviour.	6, 7, 8
Use strategies that will promote and maintain good attendance for all pupils. Share clear attendance message with parents in Sept 2024. Address lower attendance (90% or below) through meeting parents to identify barriers to attendance and to put support in place to improve attendance.	Pupils with good attendance achieve better outcomes and have fewer gaps in their learning. Pupils with good attendance are more likely to feel confident in their learning and friendships. Parental communication approaches and targeted parental engagement interventions are helpful in supporting pupil attendance.	6,7
Monitor the digital divide in school on an ongoing basis and act to overcome it when an identified need arises.	Full participation in the curriculum, in terms of being able to access and complete homework tasks and revision activities, requires internet access and a laptop.	2, 6, 7, 8
Pastoral support worker and individual counselling to sustain Improved wellbeing in the	Sustain high levels of wellbeing. Children have a variety strategies to support their wellbeing, EEF research	6, 7, 8

school.	establishes that developing positive relationships with disadvantaged pupils allows barriers to learning to be identified and solutions to mitigate these. Provide nurturing and relationships through nurture groups. Scaffold children's social skills and peer relationships through lunchtime clubs with opportunities to practice skills and facilitate friendship. Specialist knowledge beyond role of pastoral team. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
Identify and address barriers to learning that are affecting personal and class learning.	Targeted support for social and emotional skills where the need is identified with trained ELSA. Targeted behaviour support where the need is identified with 1:1 and small group programmes with our behaviour support assistant.	5,6,7
Wider strategies to improve PP engagement, participation in & enjoyment of school	The evidence for this is from experience & talking to pupils. We can see that PP students want to engage in school & are taking part in clubs. We want to remove any barriers to doing this. A report by the Social Mobility Commission argues that access to the wider curriculum (such as educational trips and visits and enrichment clubs) is "important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school)." Linked to school closures & lockdown	1, 2, 3, 4, 5, 6, 7, 8

	the impact of these has been disproportionately seen by disadvantaged pupils. By encouraging engagement & promoting 'fun' we are looking to readdress this.	
Contingency fund for acute issues.	We have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £130,331

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **Year 8 maths progress 2020 - 2024**

Year 8 maths	Year 5 entry SAS	Year 8 exit SAS	Entry to Exit progress
All Pupils	96.1	111.3	15.2
Pupil Premium	85.3	98.6	13.3

- **Year 8 English progress 2020 - 2024**

Year 8 English	Year 5 entry SAS	Year 8 exit SAS	Entry to Exit progress
All Pupils	104.2	105.8	1.6
Pupil Premium	96.5	98.6	2.1

- **Year 8 Science progress 2020 - 2024**

Year 8 English	Year 5 entry SAS	Year 8 exit SAS	Entry to Exit progress
All pupils	103.8	103.8	0
Pupil Premium	94.9	95.2	0.3

- We have recruited strong teaching staff allowing us to create an exciting, rich curriculum that promises to inspire creativity and engagement among students.
- Subject specialists bring deep expertise, ensuring lessons are both engaging and enriching. High quality teaching is evident.
- We remain committed to supporting our disadvantaged students by providing Chromebooks, ensuring they have full access to the curriculum and the tools they need to succeed.

- As a result of the pastoral team's interventions, attendance among disadvantaged pupils has improved along with overall engagement.
- By signposting families to additional resources, the pastoral team has helped reduce barriers to learning, enabling students to thrive both academically and personally.
- Our commitment to equity means we provide support to enable all students to attend school trips, ensuring no one misses out on these valuable learning opportunities.
- Music lessons offer a holistic approach to supporting disadvantaged pupils by enhancing their cognitive, emotional, and social development, while also enriching their academic experience.

Programme	Provider
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Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
• Pastoral support, external counselling, trips and subject support
The impact of that spending on service pupil premium eligible pupils
• Pupils are better able to self-regulate and gained wider life experiences.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- embedding more effective practice around feedback. [EEF evidence on feedback](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- utilising a [DfE grant to train a senior mental health lead](#). The training we have selected will focus on the training needs identified through the online tool: to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.