

Pupil premium strategy statement – Alderbrook

This statement details our school's use of pupil 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	72 (September 2024)
Proportion (%) of pupil premium eligible pupils	74%
Academic year/years that our current pupil premium strategy plan covers	2024-27 Year One 2024-25
Date this statement was published	December 2024
Date on which it will be reviewed	November 2025
Statement authorised by	The Link Trust
Pupil premium lead	Kate Livesley
Trustee lead	Debbie Ramsay

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£99,780
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£99,780

Part A: Pupil premium strategy plan

Statement of intent

At Alder Brook we aim to use our Pupil Premium in the most beneficial way to support our children and families and ensure there is positive impact. We aim to use our funding to offer high quality education, which is under-pinned by high staff ratios, low class numbers, expectations on accelerated progress for every pupil and specific interventions.

The Income Deprivation Affecting Children Index (IDACI) measures the proportion of all children aged 0 to 15 living in income deprived families. This is one of two supplementary indices and is a sub-set of the Income Deprivation Domain. Manchester is one of the most deprived local authorities on this measure Around 30 per cent of children in Manchester are living in income-deprived families according to this measure (*Source - The English Indices of Deprivation 2019 (IoD2019)*).

Index of Multiple Deprivation (IMD) Decile (where 1 is most deprived 10% of LSOAs), The vast majority of Salford is described as in the 10% with a score of 1.

In September 2024 74% of pupils were pupil premium.

Our strategy will be driven by the needs and strengths of each young person, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills and experience they require to be prepared for secondary school.

Challenges

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

Challenge number	Detail of challenge
1	Gaps in writing. Impact of loss of education owing to attendance, SEN needs and change of provision
2	Gaps in reading. Impact of loss of education owing to attendance, SEN needs and change of provision
3	Gaps in maths. Impact of loss of education owing to attendance, SEN needs and change of provision
4	The four areas of SEN, supporting children with accessing the curriculum with interventions and support to overcome the barriers listed below. Around 12% of pupils in primary school are on SEN support (DfE, 2016). Within primary schools, the most common primary types of need are speech, language and communication needs (28.4%); moderate learning difficulties (26.7%); social, emotional and mental health difficulties (16.1%) and specific learning difficulties (10.8%).
5	Attendance, supporting pupils who are persistent or severe absentees and supporting pupils at risk of falling below.

6	Promoting foundation-based learning – supporting all pupils in their early education career with secure, embedded foundations to support further learning.
7	Personal development opportunities – to support pupils accessing a variety of engaging experiences away from the classroom to promote social, emotional and mental health.

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																
Gaps in writing. Impact of loss of education owing to attendance, SEN needs and change of provision	<p>For all pupils to make at least one terms progress in a term (expected progress). If the pupil has identified barriers to learning an agreed personalised journey and targets will be achieved.</p> <p>Progress over 3 terms, at least expected progress</p> <table border="1"> <thead> <tr> <th></th> <th>July 2025</th> <th>July 2026</th> <th>July 2027</th> </tr> </thead> <tbody> <tr> <td>Formal path-way</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Semi-formal</td> <td></td> <td></td> <td></td> </tr> <tr> <td>Pre-formal</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		July 2025	July 2026	July 2027	Formal path-way				Semi-formal				Pre-formal			
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<p>Promoting foundation-based learning – supporting all pupils in their early education career with secure, embedded foundational knowledge and skills to support further learning.</p>	<p>Complete a project alongside the Educational psychology service, speech and language and SEND Lead service to further develop the Reception and Key stage one provision. Refer to Strong foundations in the first years of school - GOV.UK to support the review and next steps.</p> <p>Impact of the challenge will be measured by staff competence skills audit.</p> <p>Attendance to the planned sessions including solution circles, action planning and CPD.</p> <p>Pupil outcomes will improve as measured through academic progress and decrease in high level incidences.</p> <table border="1" data-bbox="810 1653 1487 2022"> <thead> <tr> <th></th> <th>July 2025</th> <th>July 2026</th> <th>July 2027</th> </tr> </thead> <tbody> <tr> <td>% of pupils achieving at least expected in Phase 1</td> <td></td> <td></td> <td></td> </tr> <tr> <td>High level incidences</td> <td></td> <td></td> <td></td> </tr> <tr> <td>RPI incidences</td> <td></td> <td></td> <td></td> </tr> </tbody> </table>		July 2025	July 2026	July 2027	% of pupils achieving at least expected in Phase 1				High level incidences				RPI incidences			
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	% of staff who reported gaining professional development following the project			
Personal development opportunities – to support pupils accessing a variety of engaging experiences away from the classroom to promote social, emotional and mental health.	Measured by pupil attendance at personal development opportunities and then by their engagement. Measured through tracking levels of dysregulation and SEMH presenting needs.			

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 49,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils Moderation including external moderation termly.</p> <ul style="list-style-type: none"> - Subject curriculum overview reviews yearly or as needed to respond to the needs of the pupils. - Subject reviews with book looks, assessment and learning walks termly. - Internal and external CPD for all staff. - A curriculum pivoted towards 	<p>Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils. Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's guidance reports offer practical, evidence-based advice to schools on a range of topics to support high quality teaching, such as improving literacy, maths, science and improving teacher 	1,2,3, 4, 5, 6, 7

<p>reading, writing, maths and SEMH (PSCHE).</p> <ul style="list-style-type: none"> - A balanced curriculum with weekly interventions and focused sessions on SEMH (PSHE) 	<p>feedback. The EEF Toolkit includes summaries of the best available evidence on approaches.</p> <ul style="list-style-type: none"> • Evidence Based Education’s Great Teaching Toolkit provides an accessible summary of high-quality evidence on components and routes to improve teacher effectiveness. <p>Cognitive science approaches offer principles that hold promise for improving the quality of teaching. The EEF ‘Cognitive Science Approaches in the Classroom: A Review of the Evidence’ summarises the evidence for teachers.</p>	
<p>Professional development on evidence-based approaches, for example feedback, metacognition, reading comprehension, phonics or mastery learning</p> <ul style="list-style-type: none"> - Internal and external CPD for all staff. <p>Curriculum planned to include models for supporting longterm memory including sequential learning.</p>	<p>Supporting continuous and sustained professional development (PD) on evidence-based classroom approaches is important to develop the practice of teachers in your setting. The content of PD should be based on the best available evidence. Effective PD is likely to require a balanced approach that includes building knowledge, motivating teachers, developing teacher techniques, and embedding practice.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit and guidance reports. • The EEF’s ‘Effective Professional Development’ guidance report offers support in designing and delivering PD and selecting external PD. <p>The EEF has developed support tools to go alongside the ‘Effective Professional Development’ guidance, such as ‘Considering a balanced design’, and more here.</p>	1, 2, 3, 4, 6
<p>Mentoring and coaching</p> <ul style="list-style-type: none"> - Level 2 and 3 coaches in the leadership team coaching other staff. 	<p>A common form of support for teacher professional development is mentoring and/or coaching, particularly for early career teachers. Schools should carefully consider the mechanisms, for example, whether they are going to be</p>	1, 2, 3, 4, 5, 6

Senior leaders accessing external mentoring and coaching.	<p>adopting a mentoring or coaching approach. Supporting resources:</p> <p>The EEF guidance on 'Effective Professional Development' is accompanied by a poster to help consider the 'Effective Mechanisms of PD' - i.e. what are the essential elements that make mentoring or coaching more likely to be effective.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 24,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Interventions to support language development, literacy, and numeracy</p> <ul style="list-style-type: none"> - Bespoke planning from teachers. - Precision teach - Dyslexia-based interventions and resources. - S&L interventions. <p>SEMH interventions.</p>	<p>Pupils may require targeted academic support to assist language development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.</p> <p>Supporting resources:</p> <ul style="list-style-type: none"> • The EEF's 'Selecting Interventions' tool offers evidence-informed guidance to select an apt programme. <p>The EEF has dedicated web pages on effective approaches to support literacy and numeracy.</p>	1, 2, 3, 4, 6
<p>Activity and resources to meet the specific needs of disadvantaged pupils with SEND</p> <ul style="list-style-type: none"> - SEMH focused sessions weekly, - Personal development opportunities - SEMH evidence based intervention weekly. - PSICHE sessions weekly. 	<p>Disadvantaged pupils with SEND have the greatest need for excellent teaching. Specific approaches to support these pupils may include explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping, and the targeted use of technology. Supporting resources:</p> <p>The EEF guidance report on Special Educational Needs in Mainstream Schools includes 5 evidence- based</p>	1, 2, 3, 4, 5, 6, 7

<ul style="list-style-type: none"> - Daily targeted intervention 1:1 - Universal offer to support the four areas of SEND 	<p>recommendations to support pupils with SEND</p>	
<p>Teaching assistant deployment and interventions</p> <ul style="list-style-type: none"> - CPD for all levels of staff. - Evidence based intervention programmes. 	<p>Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Making the Best Use of Teaching Assistants includes 6 recommendations, including adopting evidence-based interventions to support small group and one to one instruction. <p>The EEF Toolkit has a strand on teaching assistant interventions.</p>	<p>1, 2, 3, 4, 5, 6, 7</p>

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

Budgeted cost: £ 24,945

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Supporting pupils' social, emotional and behavioural needs</p> <ul style="list-style-type: none"> - Whole class and targeted SEMH focused sessions. - Targeted group sessions on evidence based SEMH interventions. - Individual support plans and learning plans for specific children. <p>Access to Alternative provision activities.</p>	<p>Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF guidance report on Improving Social and Emotional Learning in Primary Schools includes 5 core competencies to be taught explicitly. • The EEF guidance report on Improving Behaviour in Schools includes 6 recommendations to support evidence-informed decisions about behaviour strategies. 	

	The EEF Toolkit has a strand on social and emotional learning and behaviour interventions	
<p>Supporting attendance</p> <ul style="list-style-type: none"> - Using Reducing barriers to attendance pathway to support attendance. - Referring to services to support families and pupil ie Early Help/ Educational psychologist. - Multi-agency approach to supporting families. - Parental contracts. - Part funding EWO - Part funding Family liaison officer - Home visits <p>Access to personal development opportunities.</p> <p>Access to an Alternative provider to support engagement.</p>	<p>There are a range of approaches which aim to improve school attendance. Some parental communication approaches and targeted parental engagement interventions show promise in supporting pupil attendance.</p> <p>Supporting resources:</p> <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' includes a focus on offering more intensive support, which can include approaches to support attendance</p>	1, 2, 3, 5, 6, 7
<p>Communicating with and supporting parents</p> <ul style="list-style-type: none"> - Dedicated member of staff – family liaison officer. - Half termly parental events in school. - Tailoring to the families such as requests for homework/ reading books. <p>Range of communications tools – email/ phone/ text.</p>	<p>Levels of parental engagement are consistently associated with improved academic outcomes. Practical approaches, such as supporting shared book reading, or tailoring positive communications about learning, can prove actionable for schools. Supporting resources:</p> <ul style="list-style-type: none"> • The EEF Toolkit has a strand on parental engagement. <p>The EEF guidance report on 'Working with Parents to Support Children's Learning' offers practical approaches and insights for communicating and supporting parents.</p>	1, 2, 3, 4, 5, 6, 7

Total budgeted cost: £ 99,780

Part B: Review of the previous academic year (2023-24)

Outcomes for disadvantaged pupils

Challenge 1

Rapid progress and improved attainment for our disadvantaged and vulnerable pupils in reading, writing and maths.

Success Criteria:

For all pupils to make at least one terms progress in a term (expected progress). If the pupil has identified barriers to learning an agreed personalised journey and targets will be achieved.

Progress over 3 terms, at least expected progress

	21-22	22-23 (3 learning pathways)	2023-2024
Read	72.5%	82%	72%
Write	75%	63%	84%
maths	81.4%	57%	84%

Comment (November 2024)

2023-2024 – We saw a high increase in the number of pupils achieving their personalised expected progress in writing and maths. By creating the three pathways and setting personalised, ambitious but achievable targets pupils achieved, were celebrated and recognised for their progress. We will continue to use three pathways to personalise the curriculum approach and target setting based on individual pupil needs. Challenge 1, 2 and 3 will focus on reading, writing and maths for 2024-2027.

Challenge 2

Children to overcome barriers to learning in terms of supporting their SEMH needs.

Success Criteria:

Children to show decreased anxiety and barriers to learning. Children to be supported in reducing their emotional problem scoring, conduct problem scoring, hyperactivity score and peer problem scores using SDQ's. Pupils meeting their IPP (IEP) targets. Due to the varying numbers of pupils on roll to be comparable is number of incidents per pupil on roll so this would be 3.3 incidences of harm to others or self that meant physical intervention was necessary

Comment (November 2024):

2023-24–The number of pupils on roll during this academic year rose quickly reaching highest numbers throughout the year on record. We had 86 pupils on roll during the year. The increase of pupil numbers also increased the SEND need and the wide-spread needs. The raw score of the number of restrictive physical interventions on the system is no longer a quantitative indication due to a number of factors. Equally, the use of SDQ scores have not supported a clear indication of progress due to pupils moving classes, change of staff and increases in pupil numbers. The positive academic progress, attendance and pupils being placed in the setting (increased numbers) supports that the setting is positively supporting pupils with SEMH needs.

We will continue to support pupils to overcome barriers but we will expand this to the four areas of SEND – Cognition and learning, communication and interaction, social, emotional and mental health and physical and/or sensory needs.

Challenge 3

Improved attendance in comparison to mainstream provision

Success Criteria:

To aim for attendance and punctuality to be in line with National figures. For individual pupils' attendance to have improved from their previous setting. Increasing numbers of parents attend all parent support sessions offered by subject leaders

Overall attendance 2023-24	83.6%
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Comment (November 2024)

2023-24 : 86 pupils were on roll during the academic year (80 on roll in July 2024). We had much higher numbers of pupils on roll throughout the academic year than has been seen before. We had an increase of pupils with complex needs that impacted and on their attendance to full time provision on site.

We will continue to support pupils' attendance but due to pupils on long term placements and complex SEND needs compare to the pupil's previous term attendance.

Challenge 4

Improved speech and language ability

Success Criteria:

Children to receive targeted interventions and SALT to support for children who have missed significant building blocks or have language delays and barriers

Under SALT service/ SALT targets 2023-2024	Achieved targets/ discharged
18	10

Comment (November 2024)

2023-2024 – Pupils make accelerated progress with speech and language due to the high level of provision and rich language and support received at Alder Brook. As data shows a high proportion of pupils are discharged from the service following attending Alder Brook. We will continue to work closely with the enhanced speech and language service but it will not be a dedicated challenge as we have pupils with all SEND needs and so work with a range of services to overcome the barriers for pupils to make progress.

Challenge 5

Improved and extend Cultural Capital experiences

Success Criteria:

A clear strategic, broad, and balanced plan for cultural capital opportunities through curriculum.

Each class group/pod has several experiences that support and enhance the curriculum through internal and external opportunities.

For pupils to discuss their aspirations.

The number of events pupils experience will have a positive impact on challenge 1 – academic data.

Comment (November 2024)

2023-24 Every class experienced a cultural capital event or trip every term at the start of their topics and at the end of term. As we have adapted the provision offer over three pathways for pupils we have included personal development opportunities as part of this evolving system. Therefore we will be looking at the personal development opportunities offered to all pupils through 2024-2025 and the impacts of these experiences.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider