

ALNS Pupil Premium Strategy Statement

This statement details ALNS use of pupil premium funding for the 2024 to 2025 academic year to help improve the attainment of our disadvantaged students. This plan represents year one of our new three 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	1244
Proportion (%) of pupil premium eligible students	25.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024- 2027
Date this statement was published	November 2024
Date on which it will be reviewed	November 2025
Statement authorised by	Chris Doherty – Head Teacher
Pupil premium lead	Martin Fuller – Assistant Head: Curriculum
Governor / Trustee lead	David van Walt – Governor with responsibility for Pupil Premium

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 320,250
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	£ 320,250

Part A: Pupil premium strategy plan

Statement of intent

At Admiral Lord Nelson School (ALNS), our mission to "Dare to Dream, Aim to Achieve" applies to every student, regardless of background or challenges. We are committed to ensuring that all students, particularly those from disadvantaged backgrounds, receive the support, opportunities, and aspirations to reach their full potential and thrive academically and socially.

Our Pupil Premium strategy is built around three core principles: high-quality teaching, targeted academic support, and wider strategies. We recognise that every student's journey is unique, and we take a tailored approach to ensure that no child is left behind, socially or academically.

We firmly believe that the foundation of success for all students, particularly disadvantaged students, lies in high-quality teaching. Our teaching is underpinned by evidence-based strategies, such as Rosenshine's Principles of Instruction, which guide our staff in delivering engaging and challenging lessons. A strong emphasis is placed on literacy, reading, and vocabulary development—areas where disadvantaged students often face the greatest barriers. We ensure that all students, regardless of their starting point, are supported in developing these essential skills. In addition, we offer a broad and balanced curriculum, ensuring that all students have access to an education that will equip them for success, both in school and beyond. Our curriculum is designed to be inclusive and accessible, providing all students with a wide range of opportunities for personal and academic growth.

Our approach to closing the attainment gap is rooted in targeted academic support. We understand that many of our disadvantaged students arrive at ALNS with lower starting points. Therefore, we focus heavily on providing individualised interventions that are designed to address specific areas of need, particularly in literacy and numeracy. This includes small group work, one-to-one support, and tailored resources that complement high-quality teaching in the classroom. We track progress regularly to ensure that interventions are effective and responsive, adjusting our strategies as needed. This process is particularly important during key transition periods, such as moving into Year 7 or preparing for GCSEs, ensuring that students are equipped to succeed at every stage of their educational journey.

At ALNS, we recognise that academic success is closely tied to a student's overall well-being. As such, our wider strategies focus on ensuring that all students—especially our disadvantaged students—are supported beyond the classroom. Our Championing Tutoring includes social and emotional support, where we help students develop resilience, emotional regulation, and self-confidence. We also focus on transition support, understanding the needs of new students and ensuring effective communication with future providers, preparing them for life beyond ALNS. A consistent approach to shared routines throughout the school creates a supportive environment where students can transition smoothly between lessons and engage positively at break times.

Access to IT for learning is a key priority at ALNS, and we ensure that all students, both in lessons and at home, have the technology they need to fully engage with their education. Our heavily subsidised Chromebook scheme is accessed by over 90% of our Pupil Premium students, ensuring they have the resources required for independent learning. This support enables students to complete tasks and

independent learning effectively, enhancing their learning both in school and beyond. By providing this access, we ensure that disadvantaged students are not limited by a lack of technology and can fully participate in their education.

We are committed to equity, ensuring that all our students, regardless of background, have the same opportunities to succeed. This commitment is reflected in our approach to attendance, ensuring that all students are in school and engaged in their learning. We place particular emphasis on ensuring that disadvantaged students benefit most from our initiatives, including our attendance improvement programmes and our targeted interventions. Our Pupil Premium strategy also ensures that students have priority access to extracurricular activities and trips, helping to build cultural capital and maximise their life chances.

At ALNS, we aim to provide every student with the opportunity to thrive, both academically and socially, regardless of their background. Our Pupil Premium strategy reflects our belief that no child should be left behind. By focusing on high-quality teaching, targeted academic support, and wider strategies, we are determined to close the attainment gap and provide all our students with the tools they need to succeed in life.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged students continue to achieve outcomes that are, on average, just below a grade lower than their non-disadvantaged peers nationally. This gap persists despite a continued focus on improving outcomes for disadvantaged students in KS4. Highlighting the need for sustained support and targeted interventions to close the attainment gap from day one in KS3.
2	Pupil Premium students are often more passive during lessons and hesitant to take risks in their learning. This reluctance can limit their engagement with challenging tasks and reduce opportunities for deeper understanding and progress. Addressing these learning behaviours is essential to fostering a more active and confident approach to learning.
3	Assessments and observations show that Pupil Premium students often struggle with tier 2 and tier 3 vocabulary and reading comprehension, limiting their access to parts of the curriculum. Additionally, many students need extra support to improve their spoken language and communication skills, highlighting the importance of developing both literacy and oracy across the curriculum.
4	Attendance for disadvantaged students is lower than that of their non-disadvantaged peers and disadvantaged students nationally. We are working to improve attendance for all cohorts but with a focus on year 9

	where persistent absenteeism is a cause for concern. Pastoral staff have identified social and emotional / self-confidence issues for more of our disadvantaged students than non-disadvantaged as a potential cause.
5	Even with financial barriers removed, disadvantaged students often participate less in trips and extra-curricular opportunities than their peers. Limited life experiences often leave them with less background knowledge, unclear career goals, and a narrower sense of what is achievable. Their ambition is not lacking, but their view of what's possible is shaped by their experiences and we need to give students the believe they can reach or even exceed their aspirations.

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
Close the attainment gap so that disadvantaged students achieve outcomes in line with their non-disadvantaged peers nationally.	The average attainment of disadvantaged students improves to match or exceed national averages for non-disadvantaged students by the end of KS4.
Disadvantaged students develop more active and confident learning behaviours, engaging fully with challenging tasks.	Observations and lesson feedback show increased participation, risk-taking, and resilience among disadvantaged students in lessons, with measurable progress in assessments.
Improve literacy and oracy to ensure disadvantaged students can access the full curriculum.	<p>Assessment data shows improvement in reading comprehension and vocabulary understanding. Students demonstrate enhanced spoken language skills across subjects.</p> <p>All students will engage and use appropriate subject-specific vocabulary during discussions across all subject areas.</p> <p>Students will be able to use the vocabulary in a variety of contexts, both within subjects and across the curriculum.</p> <p>Students will be able to read fluently across all subjects, which will enable them to fully access the curriculum.</p>
Increase attendance, particularly in Year 9, and reduce persistent absenteeism among disadvantaged students.	Attendance for disadvantaged students meets or exceeds national averages, with a significant reduction in persistent absenteeism for Year 9 students.
Increase aspirations by improving participation in trips and extracurricular activities.	A greater proportion of disadvantaged students participate in trips and extracurricular activities.

	Surveys and engagement tracking show increased career clarity and ambition.
Improve the self-regulation skills of our harder to reach disadvantaged students.	Greater independence in completing tasks and being active in their learning, with fewer behavioural disruptions. Feedback from teachers on class charts shows more positives for PP students,

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: £ 202,435

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and learning are driven by evidence-based strategies to support Quality First Teaching. Shared approaches and routines are reinforced through SLT walkthroughs, which monitor practice and provide targeted support. Increased leadership capacity has been created by a TLR restructure to allow for a robust quality assurance framework ensures consistency and improvement through curriculum reviews, walkthroughs, lead practitioner coaching, and department monitoring, fostering excellence in teaching and learning.	<i>Supporting the attainment of disadvantaged pupils (DFE, 2015)</i> suggests high quality teaching as a key aspect of successful schools. EEF toolkit : collaborative learning + 5 months Feedback: + 6 months Metacognition and self regulation: + 7 months	1&2
Trust Director have been appointed to provide targeted support for English, Maths, and Science. Their remit is to ensure disadvantaged students make positive progress. This involves closely monitoring student outcomes, implementing appropriate interventions, and working collaboratively with	EEF toolkit : collaborative learning + 5 months	1&2

curriculum leaders to drive improvements.		
Purchase of Class Charts to allow for more consistency across the school.	Provides staff with essential information in an easy and accessible format. Staff can access seating plans which have disadvantaged students clearly identified, key data such as reading age displayed and key documents to aid planning. Provides staff with essential information in an easy and accessible format.	2&4
Purchase of GL Exact to allow us to get access arrangements in place to support disadvantaged and SEND students.	Exact meets the rigorous requirements of exam access arrangements applications in a single digital assessment, providing standardised measures and detailed item-level analysis. Will allow us to easily screen students and produce simple reports that flag which students could qualify for additional arrangements to help them achieve results that reflect their ability.	1&2
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. EEF toolkit : Phonics: + 5 months Reading comprehension strategies: + 6 months	3
Whole school focus on academic language – vocabulary acquisition and comprehension skills to improve communication & comprehension skills across the curriculum.	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	3
Whole school focus on reading & reading interventions	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	3

<p>Continue to implement use of Oracy as a whole school focus in conjunction with Voice 21.</p>	<p>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)</p> <p>https://oracy.inparliament.uk/sites/oracy.inparliament.uk/files/2021-04/Voice%2021.docx_0.pdf</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 & metacognitive skills.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	<p>3</p>
<p>Training provided to all staff across the Trust in January 25 so that relational and restorative approaches are embedded in the culture of the school, exemplified through tutors as champions.</p>	<p>Getting the ethos, culture and relationships right is an approach to dealing with 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.independentthinking.co.uk/associates/mark-finnis/</p> <p>Know me - Teach me-Louise-Michelle-Bomber</p>	<p>4, 5,</p>
<p>Chromebook Scheme – providing equity of access to technology, resources and all lessons.</p> <p>Chromebooks subsidies</p> <p>Digital curriculum expansion</p>	<p>Planning for a well implemented remote learning strategy can be effectively combined with revisiting homework policies and related approaches to fostering independent learning.”</p> <p>https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2021.pdf</p>	<p>1&2</p>

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

Budgeted cost: £ 75,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accelerated reader is in place to improve the reading ages of all learners so they can access the curriculum.	Reading comprehension, vocabulary and other literacy skills are heavily linked with overall attainment. EEF toolkit: Phonics: + 5 months Reading comprehension strategies: + 6 months TA interventions: + 4 months Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools	1&3
1:1 or small group tuition/intervention with TA	EEF toolkit: 1:1: + 5 months Individualised instruction: + 4 months	1&2
All students can access curriculum and enrichment trips regardless of cost.	EEF toolkit: Arts participation : + 3 months	5

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

Budgeted cost: £42,015

Activity	Evidence that supports this approach	Challenge number(s) addressed
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.	A belief that attendance is everyone's business. Regular absences from school can affect attainment levels, the quality of schoolwork 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.	4
Rewards and incentives for sustained attendance, IL completion and achievement.	Motivation and public recognition. Builds buy in and students realise what the norm is.	4

<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff training, attendance at network meeting to share practice and develop new procedures</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	4
<p>Contingency fund to reduce barriers to attendance for disadvantaged students (typically around transport and uniform)</p>	<p>Based on experience we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	5
<p>Girls Network</p>	<p>The Girls' Network is used to provide Year 10 girls with access to mentoring that supports their personal and academic growth. The program builds confidence and encourages students to have high expectations of what they can achieve in school and in their future.</p>	5
<p>Embedding a SEMH therapy intervention space for specific students who require support with regulating their behaviour and emotions staffed by specialist trained intervention leads.</p>	<p>Evidence - research and sharing of good practice with secondary schools in Portsmouth including the Specialist Alternative Provision, along with consultation with Local Authority.</p>	4, 6

Total budgeted cost: £ 320, 250

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 2023 to 2024 academic year.

Year 11 Leavers Outcomes:				
Year 11	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	-0.12	-0.02	-0.55(-0.52)	0.53
2024 Results	-0.33	-0.15	-0.85	0.70

Despite efforts over the last few years, this gap continues to fluctuate rather than close. With the current figure the same as the 0.70 gap recorded in 2022. Attendance for the leavers was worse than the 2023 cohort and reinforces the need to focus on attendance and reducing the attainment gap. The wider strategies for both well-being and behaviour have shown a holistic improvement in the support students have had and this showed in the exam period as all students attended core exams and current NEET figures are the highest in Portsmouth. 96% of students are still in full time education or entering employment compared to 91% locally and 93% nationally.

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

