Lyndon School
SUMMIT LEARNING TRUST

Pupil Premium Strategy Statement
2020-21

5. Barriers to Future Attainment (for students eligible for Pupil Premium including high ability)	
In school barriers	
A	**Assessment for Learning-** needs to be deployed to check understanding of key learning and to excavate anticipated misconceptions linked to the subject content
B	**Aspirations-** pupils need to know they can and will achieve. Teachers will support students to navigate their learning journey to achieve or surpass their minimum expected outcomes, thereby opening opportunities for them in the next stage of their education, training or employment
C	**Curriculum-** ensure the curriculum is STRENGTHEN and ADAPTED to support the learning needs of pupils and that teachers deploy strategies to assess and remedy gaps in student knowledge and / or skill at the earliest opportunity
External barriers	
D	**Parental engagement-** The parents of some disadvantaged students are not yet engaged or involved in their child's education as other disadvantaged students or other non-disadvantaged students within the school, resulting in a weaker relationship with teachers and their peers and poorer engagement with the school and its culture and ethos
E	**The contextual circumstances** - Disadvantaged students are having to cope with difficulties at home, resulting in an increased number of students presenting with mental health and CP issues, inevitably impacting on student progress.
F	**Access to technology-** Not all pupils have individual access to a computer, online platforms and / or access to the internet. This prohibits disadvantaged students from completing additional work or remote learning outside of school. This factor can result in the gap between disadvantaged students and non-disadvantaged students widening.

6. Outcomes

	Desired Outcome	**Success Criteria**
A.	Every class teacher will action deliberate practice for each class they teach, and each teacher must: • Know their students • Know their class data and use this effectively to plan lessons focussed on individuals making significant gains in their learning • Check in with DA pupils and ensure they understand what is expected of them • Consistent praise and share with parents through whole school rewards policy • Are 'Relentlessly Optimistic'	SC1 - The success of this strategy will result in the achievement of the following performance indicators (based on FFT20/5 trajectories) for disadvantaged students in all subjects across key stage 3. **Year 7** <table><tr><td>**Prior attainment**</td><td>**% on track to meet their end of Year MEO**</td></tr><tr><td>Low prior attainment</td><td>≥75%</td></tr><tr><td>Middle prior attainment</td><td>≥75%</td></tr><tr><td>High prior attainment</td><td>≥75%</td></tr><tr><td>Overall</td><td>≥75%</td></tr></table>

Year 8

Prior attainment	% of pupils who were on track to meet their end of Year MEO 12/19	Target % on track to meet their end of Year MEO 2021
Low prior attainment	80%	≥80%
Middle prior attainment	87%	≥85%
High prior attainment	71%	≥71%
Overall	82%	≥82%

Year 9

Prior attainment	% of pupils who were on track to meet their end of Year MEO 12/19	Target % on track to meet their end of Year MEO 2021
Low prior attainment	90%	≥90%
Middle prior attainment	88%	≥88%
High prior attainment	71%	≥71%
Overall	84%	≥84%

SC2 - The success of this strategy will result in the achievement of the following performance indicators (based on FFT20/5 trajectories) for disadvantaged students in all subjects across key stage 4.

For disadvantaged students	Performance indicators 2019
A8 lies in the range	Between 4.3 and 4.6
P8	Between -0.2 and 0
Basics (9-5)	38%

SC3 - The success of this strategy will result in the achievement of the attainment indicators in qualifications across Key Stage 4

Subject Performance Indicators	9 - 7 %	9 - 5 %
Biology	41%	100%
Chemistry	41%	100%
English Lang	13%	46%
English Lit	13%	56%
French	35%	85%
Geography	28%	71%
History	45%	90%
Maths	13%	41%
Physics	41%	100%
Spanish	42%	71%
Science Combined	5%	30%

In addition to the quantitative success criteria (SC1, SC2 and SC3) the qualitative impact will be measured through:

- Student experience – via attitudinal surveys which will be undertaken termly commencing 12/20 against baseline perceptions identified in the external Pupil Premium review 11/19
- Staff perceptions – via attitudinal surveys in relation to their experience of the impact on the extent to which disadvantaged students are meeting curriculum aims. Again, undertaken termly commencing 12/20.
- Feedback from the second and third monitoring cycle (01/21 & 04/21) in which a separate evaluation will be undertaken to determine the:
  - o Quality of Education for disadvantaged students through student perceptions, book trawls and discussions with staff.

Feedback for QA cycle will specifically evaluate:
- Effectiveness of the class teachers understanding of their group- measured through a discussion through lesson/ MC feedback

		- Pupil voice- questionnaire (all year groups) and forum (across KS3 & KS4) (12/20; 3/21; 6/21) will demonstrate that pupils' feel that teachers know them and that staff want the best for them - Pupil voice will take a representative sample across each Key Stage DA population, including HPA, MPA, LPA, BAME and SEND
B.	Owing to the EEF 2019 guide that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged students', in the year 2020/2021 we will continue to embed and enhance our approach to teaching and learning to ensure the following aspects are prioritised: - Subject Team Leaders have plans in place to enhance and strengthen their teams' subject knowledge and subject pedagogical knowledge - Recall and retrieval to make links between working memory and long-term memory between and within lessons - Driving questions aligned to the learning in the lesson - Explanation that conveys the key learning as framed in the driving question - Assessment for Learning strategies used to check the acquisition of key content knowledge and to excavate anticipated, common misconceptions To ensure all students, but especially students from disadvantaged backgrounds, access high quality teaching	In addition to SC1, SC2 and SC3, the qualitative impact will be measured through: - Feedback from the second and third monitoring cycle (01/21 & 04/21) in which we will specifically evaluate: - Effectiveness of the chosen pedagogical aspects (Recall, Explanation, Challenge, Guidance and Assessment for Learning) on helping students to learn and remember more. - Improvements amongst staff competence (using the QTM) regarding these 5 specific areas. - Effectiveness of the use of direct instruction as a lever to ensure all disadvantaged students meet their age-related expectations as defined by the relevant curriculum aims for the age and starting point.
C.	Develop the learning behaviours of disadvantaged pupils in all years to ensure this does not preclude them from making progress as good as their non-disadvantaged peers. Data indicates that our ambition is to have less than two C3's on average per subject per child. In the same way we would expect disadvantaged students on average not to accumulate more than behaviours that warrant a C4.	SC4 – The success of this strategy will result in the following data relating to C3's, C4's and Praise Points **Target Consequence Data relating to 2020/21** <table><tr><td>Disadvantaged students</td><td>Year 7 LO 2025</td><td>Year 8 LO 2024</td><td>Year 9 LO 2023</td><td>Year 10 LO 2022</td><td>Year 11 LO 2021</td></tr><tr><td>C3's</td><td><2</td><td><2</td><td><1</td><td><1</td><td><1</td></tr><tr><td>C4's</td><td><2</td><td><2</td><td><1</td><td><1</td><td><1</td></tr><tr><td>Praise points</td><td><20</td><td><20</td><td><15</td><td><10</td><td><10</td></tr></table> In addition to SC4, the qualitative impact will be measure through: Student experience – via attitudinal surveys which will be undertaken termly commencing 12/20 against attitude and approaches to school life

		• Staff perceptions – via attitudinal surveys in relation to their experience of the impact on the extent to which disadvantaged students are meeting behavioural standards. Again, undertaken termly commencing 12/20.
D.	Evidence from the EEF 'Guide to supporting pupil planning 2020-21' shows the positive impact targeted academic support can have on the progress of pupils.	In addition to SC1, SC2, SC3 and SC4, the qualitative impact will be measured through: • Individual and group QLA improvement- PPE1 vs. PPE2 • Student experience – via attitudinal surveys which will be undertaken at the halfway point and the end of MyTutor support • Student attendance- the attendance of pupils on the MyTutor programme is >95% • Staff perceptions – via attitudinal surveys in relation to their experience of the impact on the extent to which the specified disadvantaged students are developing against their highlighted QLA.
E.	Owing to reduction of the attainment gap between disadvantaged and their non-disadvantaged peers (P8 decrease of 0.62 since 2018), continue the upward trajectory of the outcomes for disadvantaged pupils by increasing the aspiration and motivation for students to succeed in school and the wider community, including the continued development of the Academy's Cultural Capital offer. Cultural capital is the accumulation of knowledge, behaviours, and skills that a student can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a student will draw upon to be successful in society, their career and the world of work.	SC5- Attendance, persistent absenteeism and fixed term exclusions continue to reduce from 2019/2020 and is consistently below the national averages for the same group.

SC5- Attendance, persistent absenteeism and fixed term exclusions continue to reduce from 2019/2020 and is consistently below the national averages for the same group.

Education Provision Data	NA (2018)	18/19	19/20	20/21
Persistent Absence of **disadvantaged** (%)	24.7%	19.8%	17%	<17%
Attendance of **disadvantaged** (%)	86.3%	93.6%	94.5%	>94.5%
Fixed term exclusions as a percentage of the student group **(disadvantaged)**	24.9%	4.1%	2%	<2%
% enrolments with 1 or more fixed term exclusion **(disadvantaged)**	10.2%	1.0%	0.5%	<0.5%

SC6 – Provision map shows that of the uptake of cultural capital activities undertaken by students that are disadvantaged students is increasing

LO	DA Pupils attending at least 1 cultural capital activity in the academic year (%)	DA Pupils attending at least 2 cultural capital activity in the academic year (%)	Proportion of DA pupils that are members of a student body/ representative (%)	Pupils receiving post- 16 support/ advice
2025	100%	75%	25%	N/A
2024	100%	75%	25%	N/A

2023	100%	75%	25%	+95%
2022	100%	75%	25%	+95%
2021	100%	75%	25%	+98%

In addition to the quantitative success criteria (SC5 and SC6) - the qualitative impact will be measured through:

- Student experience – via attitudinal surveys which will be undertaken to evaluate the extent to which disadvantaged students feel included and supported (including the effectiveness of interventions and Aspire curriculum.)
- Increased percentage of pupils applying for and successfully being admitted to Level 3 courses as a result of improved outcomes for disadvantaged pupils.

F.	Ensure all DA pupil have access to the necessary technology to enable all pupil to work from home and lack of technology does not become a barrier in allowing pupils to progress and achieve. Including access to online learning platforms such as: Hegarty Maths and Century Tech	In addition to the quantitative success criteria (SC1, SC2 and SC3) - the qualitative impact will be measured through: SC7- The engagement rates of disadvantaged pupils on key remote learning platforms

SC7 table:

Platform Usage	Disadvantaged questions answered 09/20	Disadvantaged questions answered monthly target 10/20-6/20
Y7 LO2025	Hegarty- 1806 Century Tech Sci- 1084 Century Tech Eng- 5517	Hegarty- >1806 Century Tech Sci- >1084 Century Tech Eng- >5517
Y8 LO2024	Hegarty- 1745 Century Tech Sci- 658 Century Tech Eng- 3878	Hegarty- >1745 Century Tech Sci- >658 Century Tech Eng- >3878
Y9 LO2023	Hegarty- 4189 Century Tech Sci- 1306 Century Tech Eng- 4685	Hegarty- >4189 Century Tech Sci- >1306 Century Tech Eng- >4685
Y10 LO2022	Hegarty-2876 Century Tech Sci- 729 Century Tech Eng- 7087	Hegarty- >2876 Century Tech Sci- >729 Century Tech Eng- >7087
Y11 LO2021	Hegarty- 1453 Century Tech Sci- 493 Century Tech Eng- 3026	Hegarty- >1453 Century Tech Sci- >493 Century Tech Eng- >3026

- Survey to ascertain to provision required (hardware and software)
- Training to ensure students can use technology
- Subject Team Leaders / Disadvantaged Champions will feedback monthly on the engagement rates of pupils beginning September 2020
- Feedback from the second and third monitoring (01/21 & 04/21) cycle in which we will review the extent to which the allocated resources are being used to ensure all disadvantaged students meet their curriculum aims.

G.	Following the feedback from parent voice and the increase in attendance of disadvantaged families at parents evening since 2018, the school will continue to improve and develop our engagement with the parent and carers of disadvantaged and 'not yet reached', by being proactive in the way we seek engagement. This will be achieved through: • Website signage to ensure parent and carers are fully aware of what children will be learning across the curriculum	SC8- Ensure the attendance/ access to parents' consultations via phone/ Teams/ meetings for disadvantaged students exceeds that of the whole cohort

Year	Engagement of non- DA families 2020-21	Engagement of DA families 2020-2021
Y7	75%	±5%
Y8	75%	±5%
Y9	75%	±5%
Y10	75%	±5%
Y11	75%	±5%

	• Curriculum and Assessment FAQ • Suggestions section (You spoke, we listened. Half- termly update)	In addition to the quantitative success criteria (SC7) - the qualitative impact will be measured through: • Student and parental experience – via attitudinal surveys which will be undertaken to evaluate the extent to which disadvantaged families feel included and supported.
H.	Following pupil voice feedback from the 2019-20 disadvantaged strategy review, ensure pupils are provided the SEMH support required to achieve in line with their peers.	In addition to the quantitative success criteria (SC1, SC2, SC and SC4)- the qualitative impact will be measured through: SC9- Disadvantaged pupils who know where to go in school if they need help or support *(table below)* SC 10- The percentage of disadvantaged pupils who have has a positive outcome following SEMH referral and counselling service *(table below)*

SC9- Disadvantaged pupils who know where to go in school if they need help or support

Disadvantaged Pupils		2020-21 Target		
Key Stage	% who felt supported end of 2020	% who knew where to go for support 12/20	% who knew where to go for support 03/21	% who knew where to go for support 06/21
Key Stage 3	65%	±80%	±90%	±100%
Key Stage 4	65%	±80%	±90%	±100%

SC 10- The percentage of disadvantaged pupils who have has a positive outcome following SEMH referral and counselling service

Year	2019/20 Interventions (Number of DA cases)	2019/20 Positive impact following intervention	2020/21 Target: Positive impact following intervention
Year 7 LO 2025	N/A	N/A	±50%
Year 8 LO 2024	2 Counselling 1 Mentoring	33%	±33%
Year 9 LO 2023	5 Counselling 9 Mentoring	100%	±100%
Year 10 LO 2022	4 Counselling 11 Mentoring	86%	±86%
Year 11 LO 2021	8 Counselling 12 Mentoring	75%	±75%

Awaiting Kirsty Page data

| | | Student and parental experience – via attitudinal surveys which will be undertaken to evaluate the extent to which disadvantaged families feel included and supported.
• Feedback from pupil voice and forum (12/20; 3/21 and 6/21) will demonstrate an improvement in the percentage of pupils who know where they can go if support was needed. |
|---|---|---|

7. Planned expenditure

i)   Quality of teaching for all

Desired outcome & target group	Chosen action/ approach	Evidence and rational	Measures	Staff lead	Date of review
A.Every class teacher will action deliberate practice for each class they teach, and each teacher must: • Know their students • Know their class data and use this effectively to plan lessons focussed on individuals making significant gains in their learning • Check in with DA pupils and ensure they understand what is expected of them • Consistent praise and share with parents through whole school rewards policy • *Are 'Relentlessly Optimistic'*	1a) Allocation of TLA folders to develop the knowledge of pupils within a given class 1b) Monitoring Cycle, QA cycle and DDP analysis with have specific reference to DA outcomes and where strategies to maintain or develop pupil performance 1c) School on a Page and Cohort on a Page distributed to all staff following each data entry to highlight the perform of DA pupils across all year groups 1d) Subjects to develop their own 'Subject on a Page'	'Pupil premium (disadvantaged) students do not have homogenous needs... categorising students as pupil premium or not is an ineffective way of allocating resources.' The Pupil Premium is not working (Part 1), 2018	1a, b, c, d & e) In addition to SC1, 2, 3 QA and MC will demonstrate that: • All teachers have a carefully consider seating plan to support the needs of disadvantaged pupils • Can articulate who the disadvantaged pupils are and the strategies employed to support (collectively and individually • Provide an inclusive learning climate whereby disadvantaged pupils can achieve Subject and School on a Page and Cohort on a Page will demonstrate that: • SLG will have DA lines of enquires in each MC and QA cycle. To be followed up by respective SLG LRM and review progress on a case by case basis In the case of Key Stage 3:	SAF, ILN, ANF, MUA, NGT, HAD	12/20 3/21 6/21

	1e) Class and Data Driven Priorities produced followed information inputs into the MIS		• Percentage of Above or On track pupils to increase and percentage off track to decrease between each data entry point		

In the case of Key Stage 4:
- Percentage of pupils improving their CPI between each data entry point will increase (PPE1 vs PPE2)
- Percentage of pupils improving their PPG between each data point will increase (PPE1 vs PPE2)
- Subject QLA analysis will demonstrate an improvement against individual pupil and collective area of focus, leading to improved raw scores (PPE1 vs PPE2)

3a) Continue to review teachers of sets in Basics and Ebacc subjects to ensure Teaching and Learning Ambassadors and highly skilled teachers, teach the groups most populated with Disadvantaged students

3a&b) In addition to SC1, 2, 3

3b) Review students with high KS2 banding and compare to which Basics and Ebacc sets they currently reside. Driven through SLG challenge in LRM

- Setting will demonstrate that disadvantaged pupils at all Key Stages will reside is a set that befits their MEO, or in a set where a Teaching and Learning Ambassador teaches the class. Measured through set analysis 10/20 vs set analysis 12/20; 3/20 and 5/20
- Setting will demonstrate that the most vulnerable and disaffected disadvantaged pupils will benefit from regular and consistent high-quality teaching from higher level members of staff in each department. Measured through set analysis 10/20 vs set analysis 12/20; 3/20 and 5/20

B.Owing to the EEF 2019 guide that 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged students', in the year 2019/2020 we will continue to embed and enhance our approach to teaching and learning to ensure the following aspects are prioritised: - Subject Team Leaders have plans in place to enhance and strengthen their teams' subject knowledge and subject pedagogical knowledge - Recall and retrieval to make links between working memory and long-term memory between and within lessons - Driving questions aligned to the learning in the lesson - Explanation that conveys the key learning as framed in the driving question - Assessment for Learning strategies used to check the acquisition of key content knowledge and to excavate anticipated, common misconceptions To ensure all students, but especially students from disadvantaged backgrounds, access high quality teaching	1) EiTP refocus and developed CPD on explanation, recall and retrieval, challenge for all and guidance to improve 2) Stage CPD that allow staff to improve their own practice based around QTM triangulation 3)Teaching and Learning Ambassadors (MUA) to have a focus on developing and highlighting the good practice to support the learning of Disadvantaged pupils	'Great teaching is the most important lever schools have to improve outcomes for disadvantaged students' EEF 2019	In addition to SC1, 2, 3 1) QA and MC will demonstrate that: • All teachers have a carefully consider explanations, recall and retrieval activities and appropriate challenge to support the needs of disadvantaged pupils. Measured through: • QTM 9/20 vs QTM 7/20 • MC 3/20 vs MC11/20 vs MC 3/20 2) Stage CPD with DA focus: • Individual CPD outcome measures- 09/20 vs 07/20 3) Following data entry of 12/20 (KS3) and 2/21 (Y11) and then 3/21 (KS3) of those highlighted as needing support, MUA will shared good practice and QA through LW, BS and progress on QLA Measures: In the case of Key Stage 3: • Percentage of 'Above' or 'On track' pupils to increase and percentage off track to decrease between each data entry point for the highlighted curriculum areas/ classes In the case of Key Stage 4: • Percentage of pupils improving their CPI between each data entry point will increase (PPE1 vs PPE2) for the highlighted curriculum areas/ classes • Percentage of pupils improving their PPG between each data point will increase (PPE1 vs PPE2) for	SAF, ILN, ANF, MUA, NGT, OWD	12/20 3/21 6/21

			the highlighted curriculum areas/ classes • Subject QLA analysis will demonstrate an improvement against individual pupil and collective area of focus, leading to improved raw scores (PPE1 vs PPE2) for the highlighted curriculum areas/ classes		

				Total Budget Cost:	£268,218

ii) Targeted support

Desired outcome & target group	Chosen action/ approach	Evidence and rational	Measures	Staff lead	Date of review
C. Develop the learning behaviours of disadvantaged pupils in all years to ensure this does not preclude them from making progress as good as their non-disadvantaged peers. Data indicates that our ambition is to have less than two C3's on average per subject per child. In the same way we would expect disadvantaged students on average not to accumulate more than behaviours that warrant a C4.	1) Trialling motivational Interviewing (Stephen Rollnick) as a lever for behavioural improvement 2) Monitoring of Rewards awarded within each year group 3) Additional Pastoral Manager to support the pastoral needs of disadvantaged pupils in every year group across the school	In school-based records show that the needs of disadvantaged pupils in year 8, in respects of social, emotional and behavioural needs are increasing	1) In addition to SC4 • Attitudinal survey of pupils pre and post-trial suggest an improved view of their attitude and behaviour for learning • Staff survey demonstrated improved pupil attitudes and behaviours • C3 and C4 rate of pupils will have decreased • Progress beyond 2) SC4 (Praise points aspect only) • Praise points of disadvantaged pupils is in line with their non-disadvantaged peers • Reduction in C3 and C4's of disadvantaged pupils 3) In addition to SC1, 2, 3, 4 • Pupil voice and forum demonstrate pupils know where to go if they need support. 3/20 vs 12/20 vs 3/20 vs 6/20	HAD, BOM, PM's, SBL	10/20 12/20 3/21 5/21 7/21
D. Evidence from the EEF 'Guide to supporting pupil planning 2020-21' shows the positive impact targeted academic support can have on the progress of pupils.	1) Impact of My Tutor programme for HPA HY11 pupils	Targeted academic support can have a positive impact, including those pupils who are not making good progress across	1) In addition to SC1, 2 ,3, 4 • Positive progress against specified topics on QLA following PPE1 in English and Maths. PPE1 vs PPE2	HAD, NEF, MSZ, BOM	10/20 11/20 12/20 2/21 4/21

	2) Review of YES Strategy and how staff provide intervention 3) Ensure those students in KS4, who are in isolation access challenging, Level 2, subject specific work to ensure they do not miss out on opportunities to learn and progress	the spectrum of achievement EEF 2020-21	• Pupil voice will demonstrate improved confidence and ability in answer specified questions from the QLA • Staff voice will demonstrate pupil's improved ability to answer specified questions from the QLA • Improved overall performance in English and Maths. Raw score and CPI, PPE1 vs PPE2 • Success of the above measures will lead to additional pupils being placed on MyTutor 2) In addition to SC1, 2, 3 • Positive progress against specified subject topics on QLA following PPE1 in the relevant subjects. PPE1 vs PPE2 vs Final PPG vs Final outcomes • Improved overall performance in specified subjects. Raw score, PPG and CPI in PPE1 vs PPE2 vs Final PPG vs Final outcomes 3) In addition to SC1, 2, 3 • The percentage of pupils who enter ICE and repeat offend decreases. 19/20 C4 repeat offenders vs. 20/21 C4 repeat offenders • Outcomes for pupils who enter ICE do no decrease at each data entry point		
E. Owing to reduction of the attainment gap between disadvantaged and their non-disadvantaged peers (P8 decrease of 0.62 since 2018), continue the upward trajectory of the outcomes for disadvantaged pupils by increasing	1) Where will you go to College/ University project 2) Ensure there is a fair representation of	Ensuring that students have the knowledge and skills to progress towards their aspirations is effective	1) In addition to SC6 • Increased percentage of pupils attending a Sixth Form college	HAD, BOM, ILN, JCA, NEF, SZM	12/20 3/21 6/21

the aspiration and motivation for students to succeed in school and the wider community.	disadvantaged pupils across student bodies and pupil voice activities 3) Ensure pupils from all backgrounds are suitably prepared for interview and application processes they may encounter once they leave school 4) Use of EWO to support those pupils who are at risk of becoming persistent absence 5a) Continue the use of a Provision Map to ensure all pupils access wider school experiences 5b) Develop the cultural capital understanding of pupils through virtual and alternative means 6) Focus on disadvantaged students and VENN groups to target specific groups of students (inc. SEND, HAP, boys, etc) 7) Exams Study sessions introduced to pre-PPE to ensure all pupils are prepared for the rigours of mock and full exams including the provision of exam resources, including, revision guides	in enabling pupil development EEF 2018 (Aspiration Interventions)	• Increased percentage of pupils applying for and attending a Grammar School Sixth Form • Increased percentage of pupils moving onto higher level courses • Destinations data 2020 vs Destinations data 2021 2) SC6 3) In addition to SC6 • Pupil voice activity demonstrates an increased confidence in application processes for further education • Increased percentage of pupils applying for higher level and aspirational establishments, • Destinations data 2020 vs Destinations data 2021 4) In addition to SC5 • Measure individual attendance of identified pupils and families, demonstrates an improvement 5a&b) In addition to SC1,2,3 and 6 6) SC1, 2, 3 7) in addition to SC1, 2, 3 • Pupil voice will demonstrate greater confidence in their ability to prepare and revise for examination series. 12/20 and 3/20 • Staff voice will demonstrate greater confidence in the pupil's ability to prepare and revise for examination series. 12/20 and 3/20		

	and revision techniques. Introduced via a single session and followed up through a programme during Tutor time		• Improved overall performance. Raw score and CPI, PPE1 vs PPE2		
F. Ensure all DA pupil have access to the necessary technology to enable all pupil to work from home and lack of technology does not become a barrier in allowing pupils to progress and achieve. Including access to online learning platforms: • Hegarty Maths • Century Tech • Seneca • Kaboodle • Linguascope • SmartRevise • Quizlet • Erevision	1a) Questionnaire to ascertain the remote access needs of the pupils at Lyndon 1b) Purchase the technology to ensure all pupils can access work at home 2) Purchase the subscription rights for Disadvantaged pupils for all home learning platforms and track the usage and completion of work in: • Hegarty Maths • Century Tech • Seneca • Kaboodle • Linguascope • SmartRevise • Quizlet • Erevision	Strategies such as using technology to support retrieval practice and self-quizzing can help pupils retain key ideas and knowledge EEF 2020-21 Attainment and progress improvements of Lyndon pupils between 2018 and 2020 correlate to increased rigour, expectation and support around home learning	1) In additional to SC1, 2, 3 • Parental voice demonstrates the remote access needs of pupils is met 10/20 vs 1/21 vs 6/21 2) SC7	STL, DA Champions; HAD	10/20 12/20 1/21 2/21 3/21 4/21 5/21 6/21 7/21
G. Following the feedback from parent voice and the increase in attendance of disadvantaged families at parents evening since 2018, the school will continue to improve and develop our engagement with the parent and carers of disadvantaged and 'not yet reached', by being proactive in the way we seek engagement. This will be achieved through:	1a) Website signage to ensure parent and carers are fully aware of what children will be learning across the curriculum 1b) Year 11 Curriculum and Assessment FAQ section on the website and distributed to parents	Feedback from parental voice (2019-20) Empirical findings have demonstrated a positive association between parental involvement in	1a&b) In addition to SC8 Parental voice at 12/20; 3/20 and 6/20 will highlight an increased understanding of how to use the website to access specific curriculum information 2a&b) In addition to SC8 • Parental feedback increasingly follows the demographic nature of	HAD, SAF, ANF, SZM, NEF	10/20 12/20 3/21 6/21

		education and academic achievement	the school. 3/20 vs 12/20 vs 3/20 vs 6/20		
• Website signage to ensure parent and carers are fully aware of what children will be learning across the curriculum • Curriculum and Assessment FAQ • Suggestions section (You spoke, we listened. Half- termly update)	2a) Promote parent voice and advertise how Lyndon functions collaboratively with parents (You spoke, we listened. Half- termly update) 2b) Increased parental voice following reporting and calendared interactions with staff and parents'/ carers		• The percentage of families providing feedback to the school increases. 3/20 vs 12/20 vs 3/20 vs 6/20		
			Total Budget Cost:	£160,577	

iii) Other approaches					
Desired outcome & target group	**Chosen action/ approach**	**Evidence and rational**	**Measures**	**Staff lead**	**Date of review**
H. Following pupil voice feedback from the 2019-20 disadvantaged strategy review, ensure pupils are provided the SEMH support required to achieve in line with their peers.	1a) CM counselling for those highlighted as needing additional support: b) Track the percentage of disadvantaged pupils who get referred for SEMH services: • Log tier of intervention and support provided to pupils • Review the next steps and the percentage of pupils who are discharged	School based records show that the needs of disadvantaged pupils in respect of social, emotional and mental health needs are increasing Pupil voice feedback- 3/2020	1a) In addition to SC9 • Specific pupils demonstrating a positive outcome through re-integration into school 1b) SC10 • Percentage of pupils who have positive outcomes as a result of specific intervention increases. 19/20 vs 20/21 2) Pupil voice and forum demonstrate pupils know where to go if they need support. 3/20 vs 12/20 vs 3/20 vs 6/20	BOM, SBL, PMs, HAD	12/20 3/21 6/21

	2) Ensure all pupils are aware of the places they can go if they need to talk to an adult				
			Total Budget Cost:	£54,347	

Projected spend 2020/2021

Action	Spending	%
Provide targeted specialist teaching to aid progress and attainment in English, Mathematics and Science; helping to plug gaps in learning and/or tackle underachievement (5x Lead Practitioners)	£291, 771	68%
Fund College and University visits to underpin the school's vision of raising aspirations by strengthening transfer beyond the age of 16.	£3,000	1%
Provide accredited 'Careers Information Advice and Guidance' so that students who are entitled to the pupil premium securely make and sustain their next step in their learning journeys.	£5,600	1%
Wider support for educational visits and travel contributions	£1,000	0%
Wide support for curriculum resources for disadvantaged students	£5,000	1%
Strategic Support from Disadvantaged Champion	£15,945	4%
Peripatetic music tuition contribution	£3,500	1%
Attendance Education Welfare Officer and support	£44,012	10%
Counselling Provision	£21,041	5%
Disadvantaged Projects to develop cultural capital	£17,135	4%
Remote learning resources	£10,791	3%
MyTutor Tutoring	£10,000	2%
Total Pupil Premium Spend 2020/2021	**£428,795**	**100%**