



**Pupil Premium Strategy Statement
2019-20**

1. Summary					
School	Lyndon School				
Academic Year	2019 /20	Total PP budget	£374,000	Date of most recent PP Review	Sept 2019
Total number of	1,143	Number of students eligible	451 (40%)	Date for next internal review of this strategy	July 2020

2.Attendance Information				
	Overall Absence 2018/2019		Persistent Absence 2018/19	
	Lyndon	National 2018	Lyndon	National 2018
Disadvantaged (Ever FSM 6)	6.4%	8.4%	19.8%	21.6%
Other (Non Ever FSM 6)	5.9%	5.5%	9.6%	9.3%
Overall	5.3%	5.5%	14.3%	13.9%

3. Outcomes- 2019 Statutory Testing data

	Disadvantaged students	Non-disadvantaged students	In school difference	Difference to national other (National) 2018	National average for all students (2018)
Attainment 8 (all)	39.31	45.86	-6.55	-7.22	46.53
Attainment 8 boys	38.35	44.76	-6.41	-5.46	43.81
Attainment 8 girls	40.38	46.85	-6.47	-8.97	49.35
Progress 8 (all)	-0.322	-0.091	-0.231	-0.302	-0.02
Progress 8 (boys)	-0.378	-0.341	-0.037	-1.2	-0.25
Progress 8 (girls)	-0.259	0.13	-0.386	-0.47	0.22
Basics (Eng & Maths) 9-5 (all)	30.5%	40.1%	-9.6%	-2.9%	43%
Basics (Eng & Maths) 9-5 (boys)	32.3%	44%	-11.7%	-7.7%	40%
Basics (Eng & Maths) 9-5 (girls)	28.6%	40.9%	-12.3%	-18.4%	47%
English 9-5	52.5%	67.2%	-14.7%	+8.5%	44%
Maths 9-5	30.5%	42.9%	-12.4%	-8.5%	39%
EBACC (Strong pass)	10.2%	15.3%	-5.1%	-6.8%	17%
2 x 9-5 Science	32.8%	44.9%	-12.1%	-1.2%	34%

4. Review of Impact 2018/19																																
Resource	Intended Impact			Impact																												
Review the demographic distribution of disadvantaged students across all key (Ebacc) subjects to ensure that all disadvantaged students are in ability groupings (sets) appropriate to their prior ability; planning additional intervention where required through the formation of strong partnerships between Subject Leaders and the Achievement Leaders at both key stages.	<ul style="list-style-type: none"> SC1 - Achievement of the following performance indicators (based on FFT20 trajectories) for disadvantaged students in all EBACC subjects (English Maths, Science, Geography, History and MfL) 																															
	Year 7	Developing	Assured	Extend																												
	Lower band	100%	0%	0%																												
	Middle band	63%	37%	0																												
	Upper band	0%	44%	56%																												
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<p>Comparison vs SC1</p> <table border="1"> <thead> <tr> <th>Year 7</th> <th>Developing</th> <th>Assured</th> <th>Extend</th> </tr> </thead> <tbody> <tr> <td>Lower band</td> <td>100%</td> <td>0%</td> <td>0%</td> </tr> <tr> <td>CPI Final</td> <td>83.5%</td> <td>16.5%</td> <td>0%</td> </tr> <tr> <td>Middle band</td> <td>63%</td> <td>37%</td> <td>0</td> </tr> <tr> <td>CPI Final</td> <td>42.6%</td> <td>55%</td> <td>2.6%</td> </tr> <tr> <td>Upper band</td> <td>0%</td> <td>44%</td> <td>56%</td> </tr> <tr> <td>CPI Final</td> <td>11.7%</td> <td>61.3%</td> <td>27.4%</td> </tr> </tbody> </table> <p>In summary, there has been a demonstrable impact on improving the progress in Year 7, with the exception of disadvantaged students with high prior attainment.</p>					Year 7	Developing	Assured	Extend	Lower band	100%	0%	0%	CPI Final	83.5%	16.5%	0%	Middle band	63%	37%	0	CPI Final	42.6%	55%	2.6%	Upper band	0%	44%	56%	CPI Final	11.7%	61.3%	27.4%
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Year 9	Developing	Assured	Extend
Lower band	73%	27%	0%
Middle band	5%	95%	0%
Upper band	0%	35%	65%

- SC 2 Achievement of the following performance indicators (based on FFT20 trajectories) for **disadvantaged students** in all EBACC subjects (English Maths, Science, Geography, History and MfL at key stage 4.

For disadvantaged students	Performance indicators 2019
A8 lies in the range	Between 4.5 – 4.9
P8	Between -0.4 (NA) and 0

Year 8	Developing	Assured	Extend
Lower band	87%	13%	0%
CPI Final	65.9%	34.1%	0%
Middle band	5%	95%	0%
CPI Final	24.9%	71.3%	3.8%
Upper band	0%	56%	44%
CPI Final	12.5%	59.5%	28%

In summary, there has been impact on improving the progress in Year 8, with the exception of students with high prior attainment and some aspects of middle prior attainment (more achieved the extend level than expected)

Year 9	Developing	Assured	Extend
Lower band	73%	27%	0%
CPI Final	61%	39%	0%
Middle band	5%	95%	0%
CPI Final	20.1%	63.5%	16.4%
Upper band	0%	35%	65%
CPI Final	8%	54.2%	37.8%

In summary, there has been impact in improving the progress in Year 9, with the exception of students with high prior attainment and some aspects of middle prior attainment (a significantly higher number achieved the extend level than expected)

Relative performance of disadvantaged students' vs their peers- Percentage of students on track to meet their aspirational targets:

		<table border="1" data-bbox="1391 193 2159 469"> <thead> <tr> <th colspan="3">Achieving end of Year MEO (%)</th> </tr> <tr> <th>Year</th> <th>Disadvantaged</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>60%</td> <td>57%</td> </tr> <tr> <td>8</td> <td>62%</td> <td>57%</td> </tr> <tr> <td>9</td> <td>69%</td> <td>64%</td> </tr> </tbody> </table> <p data-bbox="1391 475 2159 568">In summary, more students from a disadvantaged background achieved their aspirational end of Year MEO than their non-disadvantaged peers.</p> <p data-bbox="1391 603 1644 632">Comparison vs SC2</p> <table border="1" data-bbox="1402 663 2159 979"> <thead> <tr> <th>For disadvantaged students</th> <th>Performance indicators 2019</th> </tr> </thead> <tbody> <tr> <td>A8 lies in the range</td> <td>Between 4.5 – 4.9</td> </tr> <tr> <td>2018 A8 final</td> <td>33.49</td> </tr> <tr> <td>2019 A8 final</td> <td>39.31</td> </tr> <tr> <td>P8</td> <td>Between -0.4 (NA) and 0</td> </tr> <tr> <td>2018 P8 final</td> <td>-0.7</td> </tr> <tr> <td>2019 P8 final</td> <td>-0.3</td> </tr> </tbody> </table> <p data-bbox="1391 1018 2159 1078">In summary, there has been a substantial improvement in both A8 and P8 performance for disadvantaged students since 2018.</p>	Achieving end of Year MEO (%)			Year	Disadvantaged	All	7	60%	57%	8	62%	57%	9	69%	64%	For disadvantaged students	Performance indicators 2019	A8 lies in the range	Between 4.5 – 4.9	2018 A8 final	33.49	2019 A8 final	39.31	P8	Between -0.4 (NA) and 0	2018 P8 final	-0.7	2019 P8 final	-0.3
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<p>A. Review the demographic distribution of disadvantaged students across all key (Ebacc) subjects to identify classes where disadvantaged students are concentrated so that human resources in the</p>	<p>See A for intended impact</p>	<p>See A for Impact</p>																													

form of newly appointed Lead Practitioners who can be deployed to maximise the progress of students at both key stages.

B. Ensure the Appraisal process for teachers includes a specific target related to the provision, experience and outcomes for disadvantaged students.

Subject Performance Indicators for disadvantaged students	9 - 7 %	9 - 5 %
Biology	80	100
Chemistry	80	100
English Lang	23	56
English Lit	23	56
French	50	100
Geography	33	50
History	44	76
Maths	23	56
Physics	80	100
Spanish	64	93
Science Combined	18	52

Subject Performance Indicators for disadvantaged students	2019 Results			
	Non-DA 9 - 7 %	DA 9 - 7 %	Non-DA 9 - 5 %	DA 9 - 5 %
Biology	16	50	89	83
Chemistry	31	40	84	100
English Lang	11	14	56	38
English Lit	14	14	57	47
French	0	50	54	100
Geography	5	0	42	17
History	12	16	49	44
Maths	12	10	43	31
Physics	37	60	90	100
Spanish	17	14	52	50
Science Combined	9	6	45	29

Green = Significantly better

Yellow = Behind, but within 5% of non-disadvantaged

Red = More than 5% behind non- disadvantaged

		<p>In summary, all but one subject saw disadvantaged students outperforming their peers in terms of 9-7 outcomes. In 6 out of 11 subjects at 9-5, disadvantaged students performed in line, or above, that of their non- disadvantaged peers.</p> <p>Relative performance of disadvantaged students vs their peers- Percentage of student on track to meet their aspirational targets:</p> <table border="1" data-bbox="1384 491 2177 762"> <thead> <tr> <th></th> <th colspan="2">Achieving end of Year MEO (%)</th> </tr> <tr> <th>Year</th> <th>Disadvantaged</th> <th>All</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>60%</td> <td>57%</td> </tr> <tr> <td>8</td> <td>62%</td> <td>57%</td> </tr> <tr> <td>9</td> <td>69%</td> <td>64%</td> </tr> </tbody> </table> <p>In summary, disadvantaged students have outperformed their peers at Key Stage 3 in achieving their end of year MEO across their subjects.</p>		Achieving end of Year MEO (%)		Year	Disadvantaged	All	7	60%	57%	8	62%	57%	9	69%	64%
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<p>C. Through focussed pastoral support (PM, WM, Counsellors) disadvantaged students show a marked improvement in their behaviour, attainment and progress.</p>	<p>See section A and B for attainment and progress See section G for behaviour</p>																

<p>D. Develop parental engagement of disadvantaged students to provide support and guidance to their learning</p>	<p>SC3 – Ensure the attendance to parents’ consultation evenings for disadvantaged students cohort exceeds that of the whole cohort.</p> <table border="1" data-bbox="472 256 1285 549"> <thead> <tr> <th>Year</th> <th>2017-2018 ALL</th> <th>2018-2019 Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>80%</td> <td>>80%</td> </tr> <tr> <td>Y8</td> <td>70%</td> <td>>70%</td> </tr> <tr> <td>Y9</td> <td>69%</td> <td>>69%</td> </tr> <tr> <td>Y10</td> <td>70%</td> <td>>70%</td> </tr> <tr> <td>Y11</td> <td>73%</td> <td>>73%</td> </tr> </tbody> </table>	Year	2017-2018 ALL	2018-2019 Disadvantaged	Y7	80%	>80%	Y8	70%	>70%	Y9	69%	>69%	Y10	70%	>70%	Y11	73%	>73%	<table border="1" data-bbox="1382 225 2114 560"> <thead> <tr> <th>Year</th> <th>2017-2018 All</th> <th>2018-2019 DA Target</th> <th>2018-2019 Actual Attendance (DA)</th> <th>2018-2019 Actual Attendance (All)</th> </tr> </thead> <tbody> <tr> <td>Y7</td> <td>80%</td> <td>>80%</td> <td>57%</td> <td>62%</td> </tr> <tr> <td>Y8</td> <td>70%</td> <td>>70%</td> <td>59%</td> <td>64%</td> </tr> <tr> <td>Y9</td> <td>69%</td> <td>>69%</td> <td>46%</td> <td>70%</td> </tr> <tr> <td>Y10</td> <td>70%</td> <td>>70%</td> <td>42%</td> <td>65%</td> </tr> <tr> <td>Y11</td> <td>73%</td> <td>>73%</td> <td>Oct- 45% Feb- 38%</td> <td>Oct- 64% Feb- 54%</td> </tr> </tbody> </table> <p>In summary, the attendance at Parents evenings of disadvantaged students has declined. However, this is proportional to overall attendance, which has also declined. Some of the non-attendance has been attributed to the introduction of a new on-line booking system. Further development and review is to take place to amend this in 2019/20.</p> <p>See additional one page review</p>	Year	2017-2018 All	2018-2019 DA Target	2018-2019 Actual Attendance (DA)	2018-2019 Actual Attendance (All)	Y7	80%	>80%	57%	62%	Y8	70%	>70%	59%	64%	Y9	69%	>69%	46%	70%	Y10	70%	>70%	42%	65%	Y11	73%	>73%	Oct- 45% Feb- 38%	Oct- 64% Feb- 54%
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<p>E. Expose all disadvantaged students at Key Stage 3 to a range of key texts to:</p> <ul style="list-style-type: none"> ○ Improve their reading age from the year before. ○ Improve their spelling age from the year before. 	<p>SC4 – The number of students on or above their chronological age for reading and spelling improves from the year before as indicated below.</p> <table border="1" data-bbox="472 963 1196 1235"> <thead> <tr> <th>Number on or above chronological reading age</th> <th>2018-2019</th> </tr> </thead> <tbody> <tr> <td>Cohort of 2023 - Reading</td> <td>68</td> </tr> <tr> <td>Cohort of 2023 - Spelling</td> <td>56</td> </tr> <tr> <td>Cohort of 2022 - Reading</td> <td>47</td> </tr> <tr> <td>Cohort of 2022 - Spelling</td> <td>40</td> </tr> <tr> <td>Cohort of 2021 - Reading</td> <td>41</td> </tr> <tr> <td>Cohort of 2021 - Spelling</td> <td>30</td> </tr> </tbody> </table>	Number on or above chronological reading age	2018-2019	Cohort of 2023 - Reading	68	Cohort of 2023 - Spelling	56	Cohort of 2022 - Reading	47	Cohort of 2022 - Spelling	40	Cohort of 2021 - Reading	41	Cohort of 2021 - Spelling	30	<p>SC4 – The number of students on or above their chronological age for reading and spelling improves from the year before as indicated below.</p> <table border="1" data-bbox="1382 900 2170 1350"> <thead> <tr> <th>Number on or above chronological reading age</th> <th>September 2018</th> <th>Sept 2019</th> </tr> </thead> <tbody> <tr> <td>Cohort of 2023 - Reading</td> <td>68</td> <td>TBC</td> </tr> <tr> <td>Cohort of 2023 - Spelling</td> <td>56</td> <td>TBC</td> </tr> <tr> <td>Cohort of 2022 - Reading</td> <td>47</td> <td>TBC</td> </tr> <tr> <td>Cohort of 2022 - Spelling</td> <td>40</td> <td>TBC</td> </tr> <tr> <td>Cohort of 2021 - Reading</td> <td>41</td> <td>Not tested</td> </tr> </tbody> </table>	Number on or above chronological reading age	September 2018	Sept 2019	Cohort of 2023 - Reading	68	TBC	Cohort of 2023 - Spelling	56	TBC	Cohort of 2022 - Reading	47	TBC	Cohort of 2022 - Spelling	40	TBC	Cohort of 2021 - Reading	41	Not tested																
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F. To praise, reward and incentivise positive behaviour of all students, including those from a disadvantaged background.	SC5 – Data relating to attendance, persistent absenteeism and fixed term exclusions continues to improve from 2017/2018 and is consistently below the national averages for the same group.	<table border="1"> <thead> <tr> <th>Education Provision Data</th> <th>NA (2017)</th> <th>16/17</th> <th>17/18</th> <th>18/19</th> </tr> </thead> <tbody> <tr> <td>Persistent Absence of disadvantaged (%)</td> <td>21.6%</td> <td>24.5%</td> <td>20%</td> <td>19.8%</td> </tr> <tr> <td>Attendance of disadvantaged (%)</td> <td>91.9%</td> <td>92.7%</td> <td>92.6%</td> <td>93.6%</td> </tr> <tr> <td>Fixed term exclusions as a percentage of the student group (disadvantaged)</td> <td>23.0%</td> <td>18.9%</td> <td>8.9%</td> <td>4.1%</td> </tr> <tr> <td>% enrolments with 1 or more fixed term exclusions (disadvantaged)</td> <td>10.1%</td> <td>10.1%</td> <td>6.5%</td> <td>1.0%</td> </tr> </tbody> </table>						Education Provision Data	NA (2017)	16/17	17/18	18/19	Persistent Absence of disadvantaged (%)	21.6%	24.5%	20%	19.8%	Attendance of disadvantaged (%)	91.9%	92.7%	92.6%	93.6%	Fixed term exclusions as a percentage of the student group (disadvantaged)	23.0%	18.9%	8.9%	4.1%	% enrolments with 1 or more fixed term exclusions (disadvantaged)	10.1%	10.1%	6.5%	1.0%					
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		In summary, there has been an improvement in the persistent absence of disadvantaged students from 17/18 to 18/19. Furthermore, a significant increase in the attendance of disadvantaged students, especially when compared over a 3 year period. Finally, a substantial decrease in the number of fixed term exclusions.																																			
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	SC6 – Data relating to C3's and C4's reduces from the 2017/2018 baselines by at least 25%																																				

Disadvantaged students.	Year 7	Year 8	Year 9	Year 10	Year 11
C3's	515	749	1055	647	536
C4's	36	79	129	70	42

2018/2019					
Disadvantaged students.	Year 7	Year 8	Year 9	Year 10	Year 11
C3's	515	515	749	1055	647
C4's	36	36	79	129	70
Actual consequence Data relating to disadvantaged students in 2018/19					
Disadvantaged	Year 7	Year 8	Year 9	Year 10	Year 11
C3's	1632	1594	806	1229	303
C4's	101	151	81	72	22

Yellow- Improvement from 2017/18, <25%
Green- Improvement from 2017/18, >25%

In summary, there has been a substantial reduction in the number of C4 sanctions for Year 9, 10 and 11 when compared with the sanctions received in the previous year (2017/18- year 8, 9 and 10)

There has been a reduction in C3 sanctions for Years 9, 10 and 11 when compared to the sanctions received in the previous year (2017/18- Years 8, 9 and 10)

Year 8 increased in terms of sanctions received from the previous year. A proportion of this can be attributed to the addition of homework sanctions (a whole school priority and focus that was not sanctionable in 2017/18) and a whole school focus on raising the expectations.

	Average attitude score (All subjects)	
Year	Disadvantaged	ALL
7	2	1.8
8	2	1.8
9	2	1.9
10	2	2

		<table border="1"> <tr> <td>11</td> <td>2</td> <td>1.8</td> </tr> </table>	11	2	1.8			
11	2	1.8						
<p>G. Improve the proportion of disadvantaged students attending extra- curricular clubs, revision and trips, so that they are in line with their peers.</p>	<p>SC7 – School based records of the uptake of extracurricular activities undertaken by students that are disadvantaged show no significant variation when compared to their non-disadvantaged peers.</p>	<p>In summary, the attitude to learning of disadvantaged students, whilst slightly raised, is in line with that of their non-disadvantaged peers.</p> <table border="1"> <tr> <th colspan="2">Average Praise points KS3</th> </tr> <tr> <th>Disadvantaged Students</th> <th>Non- Disadvantaged Students</th> </tr> <tr> <td>99</td> <td>100</td> </tr> </table> <p>In summary, the number of praise points achieved by disadvantaged students at KS3, is consistent with their non-disadvantaged peers.</p> <p>The following trips were organised that prioritised disadvantaged students:</p> <ul style="list-style-type: none"> • Year 11 Oxford University trip (disadvantaged only) • Key Stage 3 Birmingham University trip • Birmingham Back to Back Houses (All of Year 7) • Stratford Upon Avon (All of Year 8) • Weston Super Mare (All of Year 9 and Year 10 Geography GCSE) • Lyndon and Hobs Moat Shopping Centres (All of Year 9) • Ebbw Vale and Big Pit (Year 10 GCSE Geography) <p>Additional spend on disadvantaged students:</p> <p>£179- Peripatetic music teachers £5609- School trips (travel costs) £490- individual student payments for trips</p>	Average Praise points KS3		Disadvantaged Students	Non- Disadvantaged Students	99	100
Average Praise points KS3								
Disadvantaged Students	Non- Disadvantaged Students							
99	100							