Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

Definition of Disadvantaged

Pupil premium is funding to improve education outcomes for disadvantaged students in schools in England. Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other students.

Students are defined by the Department for Education as disadvantaged if recorded as:

- Students who are eligible for free school meals, or have been eligible in the past 6 years (FSM and FSM6)
- Students who have been adopted from care or have left care
- Children who are looked after by the local authority
- Service students (Serving or MoD pension)

Percentage of disadvantaged students

Year group	2017- 2018	2018- 2019	2019- 2020	2020- 2021	2021- 2022
Year 7	35%	31%	46%	32%	36%
Year 8	33%	37%	43%	46%	33%

Year 9	30%	34%	43%	41%	40%
Year 10	34%	32%	30%	42%	36%
Year 11	31%	33%	32%	29%	38%

The proportion of disadvantaged students is particularly high in Years 8 and 9.

Lyndon School performance over time

Measure (Disadvantaged only)	2018	2019	2020	2021	2022
Progress 8	-0.75	-0.27	-0.19	+0.18	+0.21
Attendance	92.6%	91.8%	93.6%	91.3%	87.2%
Fixed term exclusions	9%	2.8%	3.3%	3%	4.6

Overall, there have been significantly improved outcomes for disadvantaged students, in a variety of metrics, over the past 5 years.

Strategies that have been successful include:

- A relentless drive on high quality teaching for all
- Strengthening and adapting of the curriculum, to ensure all students are exposed to ambition, intrigue, and a joy of learning
- Review of setting, to ensure disadvantaged students did not reside in a grouping that did not reflect their KS2 performance, i.e., a higher prior attaining student being in a lower set and thus not always being exposed to the higher-level content
- The removal of homogenous grouping and developing the understanding around the individual learning needs of all students
- Increase in student voice activities to review the experience of disadvantaged students and implementing strategies accordingly
- Increase in staff voice activities to review how staff perceive the use of the Pupil Premium and the effect it has on their daily practice
- Increased pastoral intervention to support the learning and social- emotional needs of disadvantaged students
- Greater support around post-16 provision, including exposure to Oxbridge experiences and aspirational courses
- Additional scrutiny of disadvantaged student performance at a strategic level, including improvements to data processes and analysis, to ensure all staff are aware of the role they play in supporting students
- There has been a drop in attendance in 2021-22 compared to the previous years. This will be a priority for 2022-23

School overview

Detail	Data
School name	Lyndon School
Number of students in school	1208
Proportion (%) of pupil premium eligible pupils	38%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021-22
Date this statement was published	September 2022
Date on which it will be reviewed	New plan to be reviewed February 2023
Statement authorised by	Mr A Butt
Pupil premium lead	Mr D Francis
Governor / Trustee lead	Miss A Asad

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£425,930
Recovery premium funding allocation this academic year	£65,830
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	£491,760

Statement of intent

Disadvantaged Intent

At Lyndon School, we have the ambition that every child has access to an ambitious, inclusive and knowledge-rich curriculum so that all students - regardless of their background – achieve their potential. This ambition permeates all colleagues in the school and is visible through colleagues knowing every child and taking proactive steps to ensure that students identified as 'disadvantaged' achieve as well as their non-disadvantaged peers through expert teaching, intentionally planned cultural capital activities to ensure that disadvantaged students are able to overcome the social disadvantage of their past and leave Lyndon equipped to live happy, successful lives as local, national and global citizens.

At the core of our curriculum is a commitment to diminish disadvantage through the belief and desire that all students, regardless of their starting point, demographic, or socio-economic status, are provided relevant scaffolding and stretch to ensure their access to the curriculum. Being disadvantaged must not preclude a child from having ambition or having the ability to know more and remember more.

The disadvantaged strategy supports students in accessing and achieving the curriculum aims through the provision of enriching and purposeful cultural capital opportunities, which are imperative in tackling social inequality. Moreover, we endeavour to remove the removable barriers, such as ensuring access to the correct equipment and uniform where this may not otherwise be accessible, and by providing contributions towards otherwise unaffordable activities.

Our curriculum is adapted for disadvantaged students through:

- The sequencing of explicit cultural capital opportunities in all subjects, providing students with the cultural literacy to build upon prior learned knowledge
- Teachers utilising a wide variety of information (such as attendance data, formative and summative assessments, and praise and behaviour logs) to adapt their planning, stretch and challenge, and support all students
- Providing aspirational targets and pathways that are accessible to students of all abilities – all students, regardless of disadvantage, are expected to achieve within the top 20% of all students nationally
- Offering a clear pedagogy based on research, which ensures that disadvantaged students have the same access to curriculum knowledge as all other students, closing the knowledge gap between them.

Purpose

The aims of this statement and strategic plan are to:

- Empower all students - providing all with fair and equal opportunities to achieve their full potential in all areas of the curriculum and beyond.
- Use extra funding for disadvantaged students to support opportunities and ensure that excellent and expert teaching is accessible to all.
- Plan, monitor and evaluate support and intervention to secure progress and achievement against the curriculum aims.
- Ensure that the needs of all students who are disadvantaged, are met effectively so that the attainment and progress gaps between disadvantaged and non-disadvantaged students continues to close.
- Ensure that all students who are disadvantaged are well prepared for successful and aspirational entry into further and higher education.
- Ensure no disadvantaged student leaves school 'Not in Education, Employment or Training' (NEET).

Challenges

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

Challenge number	Detail of challenge
1	Over the last two years there has been significant disruption as a result of the Covid-19 pandemic. Whilst students have benefitted from high quality remote learning, gaps when compared to their non- disadvantaged peers, whilst closing, remain.
2	Over the last academic year, the school's targeted approach to reading and spelling has yielded improvement towards and beyond students' chronological reading age. Despite improvements, reading and spelling ages of students that are disadvantaged show that 3 in 5 students in both Year 8 and Year 9 are either below, or significantly below their chronological reading ages.
3	There is an increasing level of deprivation within the school's locality, resulting in some students and families not having the means to access to the wider resources and extensive range of equipment and uniform needed to succeed in school.
4	Overall attendance of disadvantaged students has improved over the last 3 years because of the school's robust and proactive approach to non-attendance. The attendance of disadvantaged students, whilst above the national average, and showing an in-school trend of sustained improvement, is below that of their non- disadvantaged peers.

5	As evidenced through progress data, disadvantaged students make good progress and achieve well. However, nationally and within the school context, disadvantaged students enter senior education with Key Stage 2 attainment that is behind that of their non-disadvantaged peers.
6	As a result of the Covid-19 pandemic, the broad and inspirational enrichment, cultural capital and extra- curricular programme that supports the development of cultural, moral and social understanding has been disrupted.
7	Aspirations of disadvantaged students, whilst increasing, as evidenced by the increase in Level 3 applications and student leadership representation, need to continue to be supported to allow students to know they can and will achieve. Teachers, systems and external providers will support students to navigate their learning journey to achieve or surpass their minimum expected outcomes, providing opportunities for them in the next stage of their education, training, or employment.

Part A: 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 2020 to 2021 academic year.

Aim	Outcome
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 students and ensure they understand what is expected of them • Consistent praise and share with parents through whole school rewards policy • *Are 'Relentlessly Optimistic'*	**Comparison vs SC1** Using data from pupil performance in the Summit Learning Trust assessments. **Year 7** In summary, low prior attaining and middle prior attaining students have exceeded their target of 75% of students meeting their aspirational MEO (89% and 77% respectively). 61% of High prior attaining disadvantaged students did meet their aspirational MEO, which is in line with the performance their non- disadvantaged peers (69%). **Year 8** In summary, 68% of students from low prior, 65% from middle prior and 56% from high prior attainment starting points achieved their aspirational MEO. This is in line with their non- disadvantaged peer, who achieved 80%, 73% and 43% respectively. 56% of disadvantaged students achieved their MEO, proportional to the performance of their non-disadvantaged peers, of which 62% achieved their aspirational MEO. **Year 9** In summary, 55% low and middle low prior attainers and 35% high prior attainers achieved their aspirational MEO in the EBacc subjects. This is in line with their non- disadvantaged peer, of whom achieved 42%, 65% and 45% respectively. 48% of disadvantaged students achieved their MEO, proportional to the performance of their non- disadvantaged peers, of whom 52% achieved their aspirational MEO. **Comparison vs SC2**

For disadvantaged students	Performance indicators 2020	TAG (Teacher Assessed Grades) results 2021
A8 lies in the range	Between 4.3 and 4.6	4.08
P8	Between -0.2 and 0	0.18
Basics (9-5)	38%	36.5%

In summary, disadvantaged students have achieved an estimated P8 of +0.18, which exceeds the performance indicator target of -0.2 and 0 *(SISRA Collaboration data, June 2021)*. Student A8 grade is slightly behind the aspirational target, however this continues the 3 years upward trend in this regard. Basics 9-5 performance is 1.5% below the aspirational target of 38% and demonstrates an 8% improvement from 2020 and also continues the three years upward trend.

Comparison vs SC3

Subject Performance Indicators	Target 9 - 7 %	Target 9 - 5 %	TAG 9-7%	TAG 9-5%
Biology	41%	100%	60%	80%
Chemistry	41%	100%	40%	80%
English Lang	13%	46%	13%	46%
English Lit	13%	56%	16%	44%
French	35%	85%	0%	70%
Geography	28%	71%	5%	43%
History	45%	90%	30%	80%
Maths	13%	41%	12%	40%
Physics	41%	100%	60%	80%
Spanish	42%	71%	0%	60%
Science (Combined)	5%	30%	3%	37%

Green = achieved, or exceed aspirational MEO
Amber = within 5% of aspirational MEO
Red = greater than 5% from aspirational MEO
In summary, disadvantaged students achieved the 9-7 threshold in Biology, Chemistry, English Literature, English Language, Maths and Physics. Science (Combined) was 2% away from achieving their target. This represents a significant increase in the percentage of students achieving their EBacc 9-7 MEO in 2020 (3 subjects compared to 6). Disadvantaged students achieved their 9-5 MEO thresholds in English Language, Maths and Science (Combined).

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	**Comparison vs SC1, SC2 and SC3 (see above)**

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

Quality assurance activities, undertaken during the autumn and summer terms indicate that the quality of education is consistently good, if not better, in most subjects. This demonstrates a continual improvement over the last three academic years. Areas of strength include:

- Driving Questions are shared by teachers, which create intrigue and 'drives' the lesson and the resulting outcomes
- Recall and retrieval tasks performed at the start of the lessons focus on prior learning, supporting the development of knowledge threads in the long-term memory
- Explanations provided by teachers are clear and students, including those from a disadvantaged background, are focused, allowing the teacher to impart their subject knowledge to the students
- There is a consistent curriculum delivery across cohorts and groups
- Clear expectations and routines are evident across the majority of subjects
- Marking and guidance is consistent across school. In most subjects, students are given feedback which helps them make further progress.
- Teachers demonstrate positive relationships with students which result in a calm and positive learning environment
- In the majority of lessons, seating plans are used effectively, especially in the support of disadvantaged students
- According to the QTM (Quality of Teaching Matrix) teachers' performance has improved, resulting in a reduction in teachers who reside in stage 3 and 4, demonstrating an overall improvement in the standard of teaching

| Develop the learning behaviours of disadvantaged students 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 | **Comparison vs SC4** |

Comparison vs SC4

Target Consequence Data relating to 2020/21

Disadvantaged students	Year 7 LO 2025	Year 8 LO 2024	Year 9 LO 2023	Year 10 LO 2022	Year 11 LO 2021
C3s	< 6	<6	<6	<3	<3
C4s	<2	<2	<1	<1	<1
Praise points	<20	<20	<15	<10	<10
Actual Consequence Data relating to 2021/21					

accumulate more than behaviours that warrant a C4.

Disadvantaged students	Year 7 LO 2025	Year 8 LO 2024	Year 9 LO 2023	Year 10 LO 2022	Year 11 LO 2021
Av C3s per student	9	13.2	7.7	3.7	1.7
Av C4s per student	1.2	1.7	0.8	1.3	0.31
Av praise points per student	36	24.8	31.8	13.2	7.7

Student group	Praise points awarded	Praise points as a percentage
Disadvantaged	10605	37%
Non-disadvantaged	28551	63%

In summary, there has been a proportional reduction in the number of C4s awarded to disadvantaged students, with all year groups below the target, of which, Year 7 and 11 were significantly below. There is variance in the number of C3s- Year 11 were below the consequence target, whilst Year 10 were 0.7 over. Key Stage 3 all exceeded their consequence target, especially Year 8, who exceeded the target.

The number of praise points awarded exceeded the targets in all year groups, except Year 11, who were fractionally behind their target. The percentage of praise points awarded to disadvantaged students is proportional to the student population, demonstrating the consistent use and awarding of praise.

Disadvantaged student voice, Spring 2021
- 95% of students stated they received various forms of praise from teachers during their lesson.
- 89% of students understood the importance of good behaviour and stated they were encouraged and supported to behave appropriately, and responsibly

Staff voice, disadvantaged student focus, Spring 2021
- 98% of staff strongly agreed and agreed that students understand the importance of good behaviour.
- 100% of staff stated they actively sought to praise students through a variety of different method

	In summary, the proportion of students that stated the received various forms of praise is in line with the number of staff who stated they sought to praise students. Whilst a high percentage of students who stated they understood the importance of good behaviour, (89%), there is a slight disproportion when compared to the percentage of staff (98%). Further development is needed in 2021/22 to ensure students understand the importance of good behaviour and the reasoning behind the high expectations of the school.
Evidence from the EEF 'Guide to supporting students planning 2020-21' shows the positive impact targeted academic support can have on the progress of students.	**Comparison vs SC1, SC2, SC3 and SC4 (see above)** Year 11 *MyTutor* feedback **See table below** In summary, students have stated they felt more confident in both English and Maths as a result of the *MyTutor* programme. Students felt slightly more confident in Maths (3.88), than in English (3.63). With regards to Maths, students felt they had an increased knowledge of the subject and were better able to provide answers in their class books. With regards to English, students felt they had a better ability to provide written answers in their book. Furthermore, individual students said they felt more confident as a result of attending these tutoring sessions, due to their one-to-one nature and the tutor being able to discuss and breakdown specific topics and needs. **Staff feedback regarding MyTutor** • The majority of students became more confident in their lessons • *MyTutor* instilled the majority of students with skills to progress in their lessons • There was an improvement in progress with the majority of the students • The majority of students developed their knowledge in their lessons as a result of *MyTutor* • The majority of students were better able to provide verbal answers in lessons

Year 11 *MyTutor* feedback

Question	Response
How confident do you feel in Maths now you have completed the *MyTutor* Programme?	3.88/ 5
How confident do you feel in English now you have completed the *MyTutor* Programme?	3.63/ 5
How would you rate *MyTutor* overall?	3.5/ 5

- The majority of students benefitted from the enrolment onto the *MyTutor* programme

Year 8 and 9 *MyTutor* - Spring/ Summer 2021

Intended outcome	Action	Impact
Improve the percentage of disadvantaged students meeting their expected standard by the end Year 8 in Mathematics.	Provide 60 disadvantaged students with one-to-one mathematics tutoring (15 sessions) targeted at individual areas of weakness which have been derived from Year 7 summative test. £13500	Data harvests in April 2021 show that 20 out of 60 targeted students in Year 8 are now considered to be 'working at or above the expected standard' from 09/2020 baselines. An additional 9 students have improved their attainment grade from their baseline performance (but behind their MEO). A further 7 students are within -1 sub level of their MEO
Improve the percentage of low prior attaining students meeting their expected standard by the end Year 8 in Mathematics.	Provide 21 low prior attaining students with three to one mathematics tutoring (15 sessions) targeted at individual areas of weakness which have been derived from Year 7 summative test. £1190	Data harvests in April 2021 show that 7 out of 21 targeted LPA students in Year 8 are now considered to be 'working at or above the expected standard' from 09/2020 baselines. An additional 14 students have improved their attainment from their baseline performance (but behind their MEO).
Improve the percentage of students meeting their	Provide 25 disadvantaged male students with one-to-one English tutoring (15	Data harvests in April 2021 show that 8 out of 25 targeted DA students

expected standard by the end Year 8 in English.	sessions) targeted at individual areas of weakness which have been derived from Year 7 summative tests. £6250	in Year 8 are now considered to be 'working at or above the expected standard' from 09/2020 baselines. An additional 8 students have improved their attainment from their baseline performance (but behind their MEO). An additional 4 students are within -1 sub level of their MEO.
Improve the percentage of students meeting their expected standard by the end Year 9 in English.	Provide 19 disadvantaged male students with one-to-one English tutoring (15 sessions, targeted at individual areas of weakness which have been derived from Year 7 summative test. £6250	Data harvests in April 2021 show that 10 out of 19 targeted DA male students in Year 9 are now considered to be 'working at or above the expected standard' from 09/2020 baselines. An additional 2 students have improved their attainment from their baseline performance (but behind their MEO). An additional 4 students are within -1 sub level of their MEO

In summary, the use of *MyTutor* in Year 8 and 9 has had a significant impact in supporting the improved attainment and performance of students in English and Maths. Of the 81 pupils in Year 8, who received Maths intervention, 57 saw an improvement in their CPI (Current Performance Indicator) grade when compared to the autumn baseline assessments. Of the 25 pupils in year 8 that received English intervention, 20 saw an improvement in their CPI grade when compared to the autumn baseline assessments. Of the 19 students in Year 9 who received English intervention, 16 saw an improvement in their CPI grade when compared to the autumn baseline assessments.

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 students 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.

Comparison vs SC5
Target data

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%	91.8%	93.6%	>94.5%
Fixed term exclusions as a percentage of the student group **(disadvantaged)**	24.9%	2.8%	3.3%	<2%
% enrolments with 1 or more fixed term exclusion **(disadvantaged)**	10.2%	1.0%	0.5%	<0.5%

Actual data (as of 12th July 2021)

Education Provision Data	NA (2019)	18/19	19/20	20/21
Persistent Absence of **disadvantaged** (%)	24.7%	19.8%	17%	25.3%
Attendance of **disadvantaged** (%)	91.8%	91.8%	93.6%	91.3%
Fixed term exclusions as a percentage of the student group **(disadvantaged)**	26.6%	2.8%	3.3%	3%
% enrolments with 1 or more fixed term exclusion **(disadvantaged)**	10.7%	1.0%	0.5%	0.49%

In summary, there is a reduction in the attendance of disadvantaged students compared to the academic year 2019/20, however the overall attendance is in line with the national average. A reduction in attendance is directly related to Covid-19: the school and attendance team have worked tirelessly to support families that have stated anxiety as a factor for students not returning to school on a full-time basis. Similarly, there has been an increase in the number of referrals for mentoring predicated on Covid-19- related anxiety. Fixed term exclusions have reduced and continue to be used as a last resort. This maintains the 3-year downward trend. The percentage of students who have received 1 or

more fixed term exclusions has decreased from 2019/20, demonstrating the impact of Pastoral Managers, Restorative Justice, and the behaviour management system in supporting the needs of children and allowing them to access education.

Comparison vs SC6

LO	DA students attending at least 1 Cultural Capital activity in the academic year (%)	DA students attending at least 2 Cultural Capital activity in the academic year (%)	Proportion of DA students that are members of a student body (%)	Students 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%

LO	DA students attending at least 1 cultural capital activity in the academic year (%)	DA students attending at least 2 cultural capital activity in the academic year (%)	Proportion of DA students that are members of a student body/ representative (%)	Students receiving post-16 support/ advice
2025	-	-	31%	N/A
2024	-	-	Student council	N/A
2023	-	-	25% (Prefect)	+95%
2022	-	-	33%	+100%
2021	-	-	25%	+100%

Additionally, student voice from Spring 2021 stated the following: 71% of Year 11 disadvantaged students felt well informed regarding the application process for college/ post- 16 provision; 67% stated they were applying for A Levels / Level 3 course. Furthermore, 39% of students stated they were applying for a Sixth Form College, e.g., Tudor Grange, Alderbrook, and Arden and 12% stated they were applying for a grammar

school, for example King Edward's Schools, an increase from 0% for the 2019-20 academic year.

In summary, there has been a vast improvement in the number of disadvantaged students as members of a student body. In 2019, the percentage of disadvantaged students in a student body was between 5% and 16% across the year groups. In the previous academic year, the representation increased to between 25% and 33%, a huge increase on the previous academic year. As a next step, we need to ensure that the representation of disadvantaged students is in-line with, or exceeds, the demographics of each year group. More students have applied for grammar schools and A Level courses than previous years, demonstrating an increase in students' aspirations.

Providing external Cultural Capital opportunities has been heavily disrupted due to national and local lockdowns, however students have been provided with the following events throughout the year:

- Royal Shakespeare Company streamed play
- Namaste workshop
- Origin of the Olympic Games
- Globe Theatre virtual tour
- Virtual field trips (Geography)
- Duke of Edinburgh's Award

Disadvantaged only	Percentage 2021	Percentage 2020
Students that have had a post-16 offer	98%	98%
Students that have applied for a Level 3 course	60%	n/a
Students that have applied for a Sixth Form Centre	30%	20%
Students that have applied for Grammar School/ BOA	8%	0%

	In total, 98% of disadvantaged students have had an offer for a place at a post-16 provider. 60% of the students have applied to undertake a Level 3 course, or equivalent. Furthermore, 30% of the students applied for course at a Sixth Form Centre, an additional 8% of students have applied to attend a Grammar School/ BOA, which is an increase from 0% in 2020. These outcomes demonstrate an improvement in the support, awareness, ambition and belief that students can apply and be successful at prestigious post-16 providers.
Ensure all disadvantaged students have access to the necessary technology to enable all students to work from home and lack of technology does not become a barrier in allowing students to progress and achieve. Including access to online learning platforms such as: *Hegarty Maths* and *Century Tech*	**Comparison vs SC7**

Comparison vs SC7

Platform Usage	Disadvantaged questions answered 09/20	Disadvantaged questions answered monthly 10/20- 6/21
Y7 LO2025	*Hegarty* - 1806 *Century Tech* - 4591	*Hegarty* - 1093 *Century Tech* - 2123
Y8 LO2024	*Hegarty* - 1745 *Century Tech* - 3371	*Hegarty* - 1575 *Century Tech* - 1252
Y9 LO2023	*Hegarty* - 4189 *Century Tech* - 3786	*Hegarty* - 2081 *Century Tech* - 1769
Y10 LO2022	*Hegarty* - 2876 *Century Tech* - 2398	*Hegarty* - 1969 *Century Tech* - 1383
Y11 LO2021	*Hegarty* - 1453 *Century Tech* - 2600	*Hegarty* - 1289 *Century Tech* - 1154

In summary, there has been an overall decrease in the number of questions answered per month since September. However, the platform has been beneficial, with the average usage across the year is over 1000 questions in each year group. One of the factors around the reduction since September is the increased use of *MS Teams* as a platform to set homework, which cannot be tracked in the same way as *Century Tech* and *Hegarty Maths*. Refinement of the methods and tracking for homework, considering the plethora of platforms in use for homework is needed to measure the impact of technology on disadvantaged students' achievement.

Parental survey results- February 2021

Question	Answer
Does Lyndon School support the remote access needs of your child?	95% agreed
The laptop received from Lyndon School has helped your child to access online learning with easier?	4.6/ 5 *Strongly agree*
Your child is engaged with the current remote learning curriculum	4.2/5 *Strongly agree*
Does your child fully understand Lyndon School's remote access expectations?	4.78/5 *Strongly agree*
Parents felt that having a laptop at home benefitted their child's remote learning in the following ways:	
Able to access live lessons	92%
Ability to use additional resources such as *Hegarty Maths* and *Century Tech*	73%
Ability to access *Microsoft Teams*	71%
Live verbal feedback from the teacher	60%
Able to use the internet for research	64%

In summary, families believe the school has supported the remote access needs of their child through providing them with a laptop device. Families also believe this has enabled their child to engage with the remote learning offer through MS Teams.

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
- Curriculum and Assessment FAQ

Comparison vs SC8

Year	Engagement of non- DA families 2019-20	Engagement of DA families 2020-2021	Actual engagement of DA families 2020-21 Parents' Evening	Pastoral and Tutor communication during remote education
Y7	75%	±5%	93%	100%
Y8	75%	±5%	n/a	100%
Y9	75%	±5%	95%	100%
Y10	75%	±5%	96%	100%
Y11	75%	±5%	n/a	100%

There has been an increase in the engagement of families for parents' evening events. Due to local restrictions in autumn 2020 and a national lockdown in Spring 2021, the

19

• Suggestions section (You spoke, we listened. Half- termly update)	school reverted to a series of tutor calls, which provided parents with feedback from subject teachers. This has contributed to the increase in engagement; however, it does help to further demonstrate the increased engagement of families and validates, the school's approach to keeping families informed and supporting this process through a variety of methods. During the remote education period all families were communicated on a weekly basis by form tutors, Pastoral Managers, and members of the Leadership Team. **Parental survey results- February 2021**

Parental survey results- February 2021

Statement	Strongly Agree	Agree
My child/ children feel happy at Lyndon School	35%	60%
My child/ children make good progress at Lyndon School	35%	60%
My child/ children receive appropriate homework from Lyndon School	29%	67%
My child/ children are taught well at Lyndon School- 38% strongly agree	38%	57%
I would recommend Lyndon School to another parent	45%	47%

There is an overwhelmingly positive view of the school from the disadvantaged families that participated in the survey and 92% would recommend Lyndon School to another parent. 95% of the families surveyed believe their child is happy and that their child makes good progress at school.

Following student voice feedback from the 2019-20 disadvantaged strategy review, ensure students are provided the SEMH support required to achieve in line with their peers.	**Comparison vs SC9**

Comparison vs SC9

Disadvantaged students		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%

20

Disadvantaged students	2020-21 Actual			
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%	73%	90%	85%
Key Stage 4	65%	73%	-	100%

In summary, there has been a substantial increase from 2019-20, in the number of students who know where they need to go if they need support whilst at school, be that for a safeguarding, or mental wellbeing support. Additionally, parental feedback (Spring 2021) stated 95% of the families believe their child is happy at Lyndon School and that their child makes good progress. Furthermore, there is an overwhelmingly positive view of the school and 92% would recommend Lyndon School to another parent.

Students were offered support in via 3 routes:
- Counselling sessions provided by a qualified Counsellor who works one day a week at Lyndon. A course of six sessions is initially planned, although, where needed, support can be on going
- Counselling sessions provided by an external mentor who works one day a week (This ran September 2020- December 2020)
- Mentoring sessions run by a qualified member of staff who works in school 2 days per week

Benefits of the counselling on an individual level includes:
- Increase safeguarding support via safe disclosures
- Improved behaviour
- Support following a bereavement
- Personal behaviour management techniques
- Mental health protection
- Improved attendance from possible school refusers

Externally provided programmes

Programme	Provider
n/a	

Part B: Pupil premium strategy plan 2021 – 22

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
A. We will remove all removeable barriers so that all disadvantaged students achieve exceptionally well. The percentage of disadvantaged students meeting their age-related expectations in Key Stage 3 and 4 is as good as their non-disadvantaged peers at KS3 and that students achieve their ambitious FFT20 / 5 targets at KS4.	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.

	English		Maths		Science	
	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year
Y7	N/A	0	N/A	0	N/A	N/A
Y8	6.5	0 / 0	-8.4	0	3.2	0
Y9	0.5	0	-12.6	0	-12.8	0

	Geography		History		MFL	
	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year
Y7	N/A	0	N/A	0	-10.3	N/A
Y8	5.3	0	-6.4	0	-3.5	0
Y9	-5.4	0	-2.9	0	-9.5	0

24

End of year evaluation:

	English		Maths		Science	
	Gap between disadvantaged and other	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other	Target gap between disadvantaged and other at end of year
Y7	11.1	0	7.4	0	7.2	0
Y8	4.8	0 0	2.9	0	5	0
Y9	9.4	0	3.9	0	16.6	0
	Geography		History		MFL	
	Gap between disadvantaged and other	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other	Target gap between disadvantaged and other at end of year
Y7	18.8	0	12.3	0	14.8	0
Y8	7.5	0	-1.2	0	6.1	0
Y9	6.5	0	11.9	0	12.4	0

Gaps remain across all subjects and year groups at KS3, with smaller gaps in Year 8. The biggest gaps tend to be in Year 7 and Year 9 and are most pronounced in subjects which require higher levels of literacy. This will be an area of focus in 2022-23.

In terms of attainment, 76.3% of Year 7 DA learners met their aspirational MEOs, compared to 85.9% of their non-DA peers. In Year 8, 66.9% of learners met their aspirational MEOs, compared to 81.6% of their non-DA peers. In Year 9, the respective figures are 75.6% and 84.3%.

At the end of Year 10, DA learners had an average PPG P8 of -0.45, while their non-DA peers had an average P8 of -0.06. Gaps remain in Basics 9-7% (3.1 vs 7.7), 9-5% (12.2 vs 37.1) and 9-4% (37.8 vs 63.6).

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 2020 (CAGs)	2022 external results
A8	4.7	4.41
% Basics 9- 7	14%	7.3%
Basics 9-5	41%	36.6%
Basics 9-4	65%	65.9%

Data comparison through Sisra as of September 2022 suggests that disadvantaged learners at Lyndon at the end of Year 11 generally performed better across these measures than their peers nationally (A8: 4.05, Basics 9-7 7.6%, Basics 9-5 33%, Basics 9-4 53%).

| B. The cultural literacy of disadvantaged students is enriched through intentionally planned, purposeful extra-curricular activities integrated into the curriculum offer for all disadvantaged students. Disadvantaged | SC3- Provision map shows that the entitlement for all disadvantaged students is being met and, where appropriate, personalised to meet the needs of the most vulnerable.

Funding was allocated to provide disadvantaged learners to attend extra-curricular activities linked to the curriculum whilst also broadening their cultural capital. This included the highly successful a visit to the City of Birmingham Symphony Orchestra and trips to the Brecon Beacons, Weston-super-Mare, Warwick Castle and Lichfield.

The attendance of disadvantaged learners to extra-curricular activities is largely in line with that of their peers within school, with approximately 35% of learners accessing a range of sports clubs on offer. Funding was also provided for learners who wished to learn to play a musical instrument. Student voice across these aspects was overwhelmingly positive. |
|---|---|

students are encouraged to participate in the wide-range of extra-curricular activities offered after school.	
C. The behaviour curriculum will develop resilient, self-regulatory students who behave as role models for their peers in the school. As a result, result in attendance and learning behaviours that are in line with their non-disadvantaged peers and does not preclude their participation in a broad, balanced, and ambitious curriculum.	SC4- The success of this strategy will result in the following data relating to Praise Points and Behaviour Logs. The percentage of praise points awarded relative to disadvantaged student distribution across each year group: *table below* The proportion of praise points issued to DA learners is broadly in line with the % of DA learners represented in each year group (36%, 30%, 42%, 36%, 35% respectively), although the gap widens slightly for Years 9-11. SC5 - The gap between the average number of behaviour logs for non-disadvantaged students compared to their disadvantaged peers is closing. In 2021-22, the number of behaviour logs issued to DA learners was 54.17%. This was a slight decrease from 2020-21, when DA learners received 56.01% of behaviour logs, but still indicates that DA learners receive more behaviour logs than their peers. SC6- Attendance, persistent absenteeism and fixed term exclusions continue to reduce and is consistently below the national averages for the same group.

Year group	Praise point percentage relative to all
7 (LO2026)	33%
8 (LO2025)	30%
9 (LO2024)	38%
10 (LO2023)	30%
11 (LO2022)	30%

Education Provision Data	Target	End of year
Persistent Absence of **disadvantaged** (%)	<24%	45.6%

27

Attendance of **disadvantaged** (%)		>93%	87.1%
Fixed term exclusions as a percentage of the student group **(disadvantaged)**		<1%	6.8%
% enrolments with 1 or more fixed term exclusion **(disadvantaged)**		<1%	4.1%

D. The high quality, impartial careers guidance provided assists disadvantaged students with making informed choices with regards to academic needs and aspirations.	SC7- The gap between the disadvantaged and non-disadvantaged remains at zero, or the gap is improves in favour of disadvantaged students.

Destination	2019 DA %	2020 DA %	2021 DA %	2022 DA % provisional
Total in Learning	98.27%	98.50%	98.4%	97.6%
Further Education	98.27%	95.50%	95.2%	96.3%
Apprenticeships and Training	0.00%	3.00%	3.2%	1.2%
Total Part time Education	0.00%	0.00%	0.00%	0.00%
Part time Education	0.00%	0.00%	0.00%	1.2%
Total Employed	1.73%	1.50%	0.00%	1.2%
Employed	1.73%	1.50%	0.00%	1.2%

E. Reduce and remove the barriers that students face as a result of social disadvantage: this will	SC 1, 2, 4, 5 and 6 In addition to student and parental experience – via attitudinal surveys which will be undertaken to evaluate the extent to which disadvantaged families feel the school supports them in providing equipment for their child.

28

manifest itself through providing those in most need with the necessary equipment, uniform and resources required to meet the school's expectations.	Parents and carers were supported throughout the year as funding was allocated to uniform, equipment, bus passes, laptops, internet dongles. Parents, carers and learners were overwhelmingly positive about the strategy and valued the support that the school was able to provide their children.

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding- listed in a separate table and in blue below) **this academic year** to address the challenges listed above.

For a breakdown of the budget spend, please see below:

Teaching (for example, CPD, recruitment and retention)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended outcome: *We will remove all removeable barriers so that all disadvantaged students achieve exceptionally well. The percentage of disadvantaged students meeting their age-related expectations in Key Stage 3 and 4 is as good as their non- disadvantaged peers at KS3 and that students achieve their ambitious FFT20 / 5 targets at KS4.* **The will be achieved through:**	The two factors with the strongest evidence of improving student attainment are: - teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions	1

1) Supporting teachers, through structured professional learning, in developing expert subject knowledge of the subjects and courses they teach, so disadvantaged students receive teaching that is increasingly demanding and matches the aims of the curriculum.	- quality of instruction, which includes using strategies like effective questioning and the use of assessment https://www.suttontrust.com/our-research/great-teaching/	
2) Staff demonstrating the uncompromising principles with regards to disadvantaged students within their lessons: • Consistent, high-quality teaching- *if we teach everyone well, we teach disadvantaged students well* (EiTP) • There is no such thing as a 'typical' disadvantaged student- *we treat all students as individuals and we know the needs of every child* • Know your students- *build positive relationships* • Know your class data and use this to effectively plan lessons ○ e.g., Attendance, attainment, praise points, homework, AfL • Check for understanding and ensure students know what is expected of them • Consider where students sit and how they can be best supported • Consistently praise and positively reinforce • We mark disadvantaged students' books first to ensure high quality feedback is given on how to	Research evidence about feedback was part of the rationale for Assessment for Learning (AfL). One evaluation of AfL indicated an impact of half of a GCSE grade per student per subject is achievable, which would be in line with the wider evidence about feedback. https://www.suttontrust.com/our-research/great-teaching/	

progress towards the intended learning outcomes

- 'Remove the removable barriers to learning' (equipment, uniform, etc)
- Always be 'relentlessly optimistic'

3) Refining and sharpening assessment practices, including Assessment for Learning ensure disadvantaged students are supported through ongoing and incisive guidance, to progress and achieve.

4) Strengthen the processes around the demographic distribution of disadvantaged students across all EBacc subjects, in all key stages to ensure that:

- Disadvantaged students are always in ability groupings (sets) appropriate to their prior attainment
- Disadvantaged students with high prior attainment have equal access to teaching which reflects the ambition and inclusivity of the curriculum
- For groupings where disadvantaged students are most heavily populated, ensure their teachers subject specialists, becoming expert in their subject area, to support the acquisition of the knowledge rich curriculum

5) Focus on disadvantaged students and VENN groups to target specific groups of students (inc. SEND, HAP, boys, etc)

6) Through 'Revision Guru,' develop disadvantaged students' ability and revise efficiently and effectively,

using research inform practices. Resulting in improved preparation for internal and external assessments		

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended outcome: *We will remove all removeable barriers so that all disadvantaged students achieve exceptionally well. The percentage of disadvantaged students meeting their age-related expectations in Key Stage 3 and 4 is as good as their non- disadvantaged peers at KS3 and that students achieve their ambitious FFT20 / 5 targets at KS4.* **This will be achieved through:** • An extended day for Year 11 until 4pm 4 days a week • Tutor time for Year 11 utilised to support the teaching of English and Maths and for Science in Year 10 • Literacy interventions in Year 9 and Year 7 in tutor time to support students securing their basic skills • All Disadvantaged students are provided with hardware to access online teaching and revision materials, supported by in-school training • Students are provided with access to websites, such as *Century Tech*, *Hegarty Maths* and Seneca to support learning outside the classroom	The evidence indicates that, on average, students make two additional months' progress per year from extended school time and through the targeted use of before and after school programmes. The evidence shows that the impact of homework, on average, is five months' additional progress. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	6, 7

Activity	Evidence that supports this approach	Challenge number(s) addressed
• *MyTutor* interventions planned for one-to-one sessions, taken place after school on the school site		

Cultural Literacy and Extra-Curricular Provision

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intended outcome: *The cultural literacy of disadvantaged students is enriched through intentionally planned, purposeful extra-curricular activities integrated into the curriculum offer for all disadvantaged students. Disadvantaged students are encouraged to participate in the wide-range of extra-curricular activities offered after school.* **This will be achieved through:** • Provision maps for CEIAG, educational visits, extra-curricular activities being tracked and monitored to ensure that all Disadvantaged students receive a broad, well-balanced cultural literacy provision to equip them well to be citizens in their local and global community.	Eagleston, in his June 2021 paper entitled, "'Powerful knowledge', 'cultural literacy' and the study of literature in schools" cites a 2013 Department for Education paper, "The knowledge *is in* and *arises from* the personal experience, as the National Curriculum recognises in asking students to 'make an informed personal response' (DfE 2013, p.5)", which underscores our approach to intentionally planned cultural literacy activities.	6, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed

Intended outcome: *The behaviour curriculum will develop resilient, self-regulatory students who behave as role models for their peers in the school. As a result, result in attendance and learning behaviours that are in line with their non-disadvantaged peers and does not preclude their participation in a broad, balanced, and ambitious curriculum.* **This will be achieved through:** 1) Relaunch and develop the whole school approach to rewards, implementing a robust system to promote good behaviour, underpinning the behaviour curriculum and allowing all students to be immersed in the learning experiences. 2) All departments to track the proportion of 'praise vs behaviour logs,' with a specific focus on disadvantaged students within their subject areas and to provide intervention and support where applicable. 3) Provide disadvantaged students that demonstrate continued and complex behavioural needs, mentoring 4) Additional Pastoral Manager to support the pastoral needs of disadvantaged students in every year group across the school 5) Use of EWO to support those students who are at risk of becoming persistent absentees 6) Welfare support to support the resilience and wellbeing of disadvantaged students to attend and achieve at the school	Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	1, 4, 7

Intended outcome: The high quality, impartial careers guidance provided assists disadvantaged students with making informed choices with regards to academic needs and aspirations. **This will be achieved through:** 1a) Support students with aspirational exposure, research, and application to post-16 provision, including Sixth Form Centres 1b) Ensure no child becomes Not in Education, Employment or Training (NEET) 2) Ensure there is a fair representation of disadvantaged students across student bodies and student voice activities 3) Ensure students from all backgrounds are suitably prepared for interview and application processes they may encounter once they leave school	Aspirations interventions with an academic component are linked to the narrowing of the disadvantaged attainment gap. Teacher expectations pays a role in shaping student outcomes. The EEF has published a paper on careers education. Aligned with the attainment of all 8 Gatsby benchmarks and careers education from Year 7 – Year 11 supports our students to make progress in line with their non-disadvantaged peers https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	1, 4, 5, 7
Intended outcome: 'Reduce and remove the barriers that students face as a result of social disadvantage: this will manifest itself through providing those in most need with the necessary equipment, uniform and resources required to meet the school's expectations. **This will be achieved through:** • Providing school uniform so disadvantaged students can meet the expectations and aspirations of the school • Providing specialist subject uniform and equipment so disadvantaged students can meet the expectation and aspirations of the school	School with cultures of high expectations help to raise disadvantaged attainment. High performing schools, regardless of locations subsidise trips and extra- curricular activities for disadvantaged students. https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils	3, 4

• Providing the ingredients for Food Technology lessons so all disadvantaged students can access a key life skill • Providing revision and additional learning material, including revision guides to support disadvantaged students in knowing more and remembering more and supporting the knowledge rich curriculum • Providing bus passes to those families in the most need	

Please see a breakdown of the allocation of funds to facilitate the realisation of the intended outcomes:

Intent	Spending	%
Provide targeted specialist teaching to aid progress and attainment in English, Mathematics Science, Humanities and MFL helping to plug gaps in learning and/or tackle underachievement (65,000 x 5)	£325,000	76%
Provide accredited 'Careers Information Advice and Guidance' so that students that are entitled to the premium securely make and sustain their next step in their learning journeys. (£7000 – Careers Service) (Support – 36,000 x 0.4)	£21,400	5%
Provide additional tutoring for Literacy during AM registration (40x0.5x4x39) x 2	£6,240	1.5%
Enhance students' Cultural Literacy	£6,240	1.5%
Resources / equipment to support PP students	£15,000	3.5%
Peripatetic music tuition contribution (87.50 x 3 x 4)	£1,050	0.5%
Welfare support	£21,000	5%
Pastoral support	£30,000	7%
Total Pupil Premium Spend 2021/22	£425,930	100%

Recovery premium

The recovery premium will be used to specifically address the issues that are most pertinent to the disadvantaged pupils with the school community, including:

- Tackling digital poverty
- Supporting the development of reading so all disadvantaged students are at, or close to chronological reading age
- Providing additional EWS support to improve the attendance of students that are disadvantaged in all years but particularly in Years 9, 10 and 11.

Intended outcome	Success criteria
1. Ensure that deficiencies in reading ability and comprehension do not limit disadvantaged students' understanding of individual subject curricula. We will do this by testing all students reading ages at the start of the year to identify students that are at risk of being unable to access the curriculum and carrying out strategic interventions as set out in our Literacy Improvement Plan for 2021/2022 to ensure their reading ages rapidly improve.	SC10 – There is a demonstrable improvement in the reading ages of all students and groups of students with an ambition of all students being close to the chronological reading age (Above or On Watch)

	Baseline 09/2021				Summer 2022			
	↑	↔	↓	↓↓	↑	↔	↓	↓↓
Year 7 All	108	40	15	13	116	38	12	10
Year 7 DA	32	17	6	7	34	18	6	4
Year 8 All	127	71	20	18	133	77	18	8
Year 8 DA	38	19	9	7	41	22	7	3
Year 9 All	96	52	27	12	114	44	20	9
Year 9 DA	37	22	14	6	38	26	13	2

Key

↑	↔	↓	↓↓
Above	On Watch	Intervention	Urgent Intervention

87% of learners who attended urgent intervention groups successfully moved up by two categories. On average, learners made progress of +9 months, in line with expectations. Learners will be retested in September 2022 for an accurate overview of reading ages and this will form part of the literacy strategy for 2022-23.

SC11 - Gaps in percentages meeting their MEOs in key and literacy-based subjects are reduced from 07/21 or 09/21 baselines.

	English		Maths		Science	
	Gap between disadvantaged and other at end of year	**Target gap between disadvantaged and other at end of year**	**Gap between disadvantaged and other at end of year**	**Target gap between disadvantaged and other at end of year**	**Gap between disadvantaged and other at end of year**	**Target gap between disadvantaged and other at end of year**
Y7	11.1	0	7.4	0	7.2	0
Y8	4.8	0	2.9	0	5	0
Y9	9.4	0	3.9	0	16.6	0
	Geography		**History**		**RE**	
	Gap between disadvantaged and other at end of year	**Target gap between disadvantaged and other at end of year**	**Gap between disadvantaged and other at end of year**	**Target gap between disadvantaged and other at end of year**	**Gap between disadvantaged and other at end of year**	**Target gap between disadvantaged and other at end of year**
Y7	18.8	0	12.3	0	14.8	0
Y8	7.5	0	-1.2	0	6.1	0
Y9	6.5	0	11.9	0	12.4	0

Gaps remain across all subjects and year groups at KS3, with smaller gaps in Year 8. The biggest gaps tend to be in Year 7 and Year 9 and are most pronounced in subjects which require higher levels of literacy. This will be an area of focus in 2022-23.

| 2. Ensure that barriers which result in digital poverty are addressed so that all disadvantaged and vulnerable students have access to resources which are available online at home to strengthen their access to the curriculum so that they seize every opportunity to know and remember more. | SC12 – All vulnerable families will be supported to ensure that they have access to hardware and the internet to have access to resources which are available online at home to strengthen their access to the curriculum. |

Figures are proportions of respondents	Audit			Following intervention		
	Have Access to hardware	**Have Internet Connection**	**Have a training Need**	**Have Access to hardware**	**Have Internet Connection**	**Have a training Need**
Year 7 DA	66%	100%	33%	100%	100%	0%
Year 8 DA	66%	100%	33%	100%	100%	0%
Year 9 DA	58%	100%	62%	100%	100%	0%
Year 10 DA	100%	86%	0%	100%	100%	0%
Year 11 DA	100%	100%	0%	100%	100%	0%

Laptops and/or dongles were distributed to all families who did no previously have access to hardware or an internet connection. This meant learners were supported to access the curriculum and complete independent learning remotely. Parent, carer and learner feedback was overwhelmingly positive as a result of these measures.

3. Ensure that the gap between the attendance of disadvantaged students and those that are not are diminished to ensure that students that were disproportionately affected by the disruption caused by the pandemic attend school without exception to benefit from the adaptations made to the curriculum to make good progress through the curriculum.

SC13 – Gaps in attendance between those that are DA and Non DA reduce over 6 terms

	Checkpoint HT 1	**Checkpoint HT 2**	**Checkpoint HT 3**	**Checkpoint HT 4**	**Checkpoint HT 5**	**Checkpoint HT 6**	**End of year cumulative**
Y7	-6.9	-6.5	-7.5	-8.1	-8.7	-12.2	-8.5
Y8	-3.8	-4.6	-5.3	-5.2	-5.1	-7.6	-5.1
Y9	-4.4	-4.1	-4.3	-4.7	-5.8	-11.7	-5.4
Y10	-6.1	-5.5	-4.6	-4.7	-3.4	-3.7	-4.5
Y11	-3.4	-4.2	-4.0	-4.3	-4.8	-6.6	-7.5

As stated above, there remains a gap between the attendance of DA learners and their peers in the school community. This will be an area of focus in 2022-23.

SC11 - Gaps in percentages meeting their MEOs in key subjects are reduced from 07/21 or 09/21 baselines.

	English		Maths		Science	
	Gap between disadvantaged and other	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year
Y7	7.5	0	8.8	0	7.5	0
Y8	7.1	0	8.3	0	8.3	0
Y9	5.7	0	3.4	0	10.3	0

	Geography		History		MFL	
	Gap between disadvantaged and other	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year	Gap between disadvantaged and other at baseline	Target gap between disadvantaged and other at end of year
Y7	11.3	0	2.5	0	12.5	0
Y8	11.9	0	3.6	0	10.7	0
Y9	16.1	0	6.9	0	4.6	0

Although some reductions are noticeable based on previous baselines, there remains a gap across subject areas, particularly those which require higher levels of literacy. This will be an area of focus in 2022-23.

SC3- The average grade achieved by students that are disadvantaged lies between FFT20 and FFT in key subjects.

Subject Performance Indicators	Average grade (FFT20/5)	2022 results
Biology	6.29	6.68
Chemistry	6.29	6.36
English Lang	4.61	4.84
English Lit	4.84	4.72
Geography	5.12	4.53
History	4.98	4.66
Maths	4.58	4.46

Physics	6.43	6.36	
Spanish	5.56	4.87	
Science Combined	4.45	4.14	

Green = above FFT 20, amber = within 0.50 of FFT 20, red = below 0.5 of FFT 20.

Recovery premium activity

Budgeted costs = £65,830

Less support for school led tutoring (25% of £55080 = £13770) = £52,060

Adjusted budgeted spend = £52,060

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
A. *Intended outcome: Ensure that deficiencies in reading ability and comprehension do not limit disadvantaged students' understanding of individual subject curricula. We will do this by testing all students reading and spelling ages at the start of the year to identify students that are at risk of being unable to access the curriculum and carrying out strategic interventions as set out in our Literacy Improvement Plan for 2021/2022 to ensure their reading ages rapidly improve.*	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, students who participate in oral language interventions make five months' additional progress over the course of a year. On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension	2, 5	All learners' reading and spelling ages were tested at the start of the year to identify those that are at risk of being unable to access the curriculum. Strategic interventions were implemented using English colleagues, and as a result 87% of those targeted, the majority of whom were DA learners, increased their reading ages to be in line with their peers. Learning walks by curriculum leads and senior leaders indicate that the refined literacy strategy has started to

Key Actions: • 07/21 Revise the assessment calendar to ensure that reading and spelling ages are collected more frequently and provide regular opportunities for re-testing at the end of each half term. • 07/21 Review and refine whole school approach to literacy. • 09/21 Refined literacy strategy is implemented consistently across the school. Including heightened focus on reading aloud, consistent use of tier 3, PAUSE and the Love to Read programme specifically for disadvantaged students. • 09/21 Reading and spelling test are administered across key stage 3. • 10/21 Whole Rapid reading recovery and intervention begins for all students requiring intervention or urgent intervention. • 07/22 Checkpoint 3 – review and analysis of progress against SC10 and SC11. Curriculum adaptations to support transfer. **Costs:** 0.5 FTE librarian: £8000.	approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions		be implemented in lessons and this will continue to be a focus in 2022-23.

Renaissance Reading license: £1500. Books =£2250 Total= £11,750			
B. Intended Outcome: B. Ensure that barriers which result in digital poverty are addressed so that all disadvantaged and vulnerable students have access to resources which are available online at home to strengthen their access to the curriculum so that they seize every opportunity to know and remember more. Key Actions: • 10/21 A further audit to ascertain the remote access needs of students following the successful distribution of digital technology in 2020/21 • 11/21 Purchase and provision of the necessary technology to support those who are in most need, including laptop and internet access • 11/21 Ensure the subscription to online learning resources to accessible by all students, including those from a • 12/21 Ensure students are supported and trained in the	Studies consistently find that digital technology is associated with learning gains. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	3, 4	As shown above, all digital barriers were removed for learners and families who needed support, including through the purchase of laptops and internet dongles. Parents, carers and learners were overwhelmingly positive about the strategy they received and valued the support that the school was able to provide their children.

use of digital technology and learning platforms to support the exposure to the resources required in assisting students to know more and remember more • 04/22 Checkpoint 1 – review and analysis of progress against SC11. • 07/22 Checkpoint 3 – review and analysis of progress against SC10 and SC11. Curriculum adaptations to support transfer. **Costs:** Laptop: £200 x 60 = £12,000 Internet support: £1,810 Total= £13,810			
C Ensure that the gap between the attendance and engagement of disadvantaged students and those that are not are diminished to ensure that students that were disproportionately affected by the disruption caused by the pandemic attend school without exception to benefit from the adaptations made to the curriculum to make good progress through the curriculum. **Key Actions:** • 10/21 Review SLA for EWS and explore purchase of x1 additional day (equivalent) to	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/412638/The_link_between_absence_and_attainment_at_KS2_and_KS4.pdf https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf	4	There has been a drop in attendance in 2021-22 compared to the previous years, despite the measures put in place. However, those that were disadvantaged and/or had a special educational need had attendance which was significantly better than their peers nationally – (87.5%,87.8% &98.1% compared with 82.3%,82.8% & 79.7% for disadvantaged, SEND (K) and

ensure home visits are more frequent, supportive and impactful in improving attendance. • Targeted additional intervention through the NTP for students across all years. **Costs:** Additional EWS (in school) circa £10,000 (1 Year FT) Additional Tutoring via NTP £14,000 Contribution of £2000 to support engagement of disadvantaged students in summer school 2022. £2500.			SEND (E) respectively). Persistent absenteeism is broadly similar to that of other schools nationally over the same period. This will be reviewed in next year's strategy and continue to be a priority for 2022-23.

Roles and Responsibilities

Each member has specific responsibilities, which include monitoring, evaluation and review of support provided.

Senior Leader – Disadvantaged Champion Lead

- To provide termly progress of Pupil Premium students' reports for the Headteacher and the Governing Body.
- Liaise with the Designated Safeguard Leader about attendance and Looked after Children with reference to LAC Pupil Premium.
- Liaise with the Vice Principal responsible for attendance who will work with designated staff to monitor attendance and evaluate against set targets on Disadvantaged Plan.
- Provide appropriate support and guidance for staff when planning targets and support for Pupil Premium students including current and up to date strategies.
- Monitor quality and impact of intervention, e.g. One-to-one support, mentoring etc.
- Coordinate termly meetings to monitor progress and support for disadvantaged students.

Finance Manager

- Monitor delegation of funding for Pupil Premium, and LAC Pupil Premium in liaison with the LAC lead.
- Provide information on allocation for Pupil Premium funding via the school website.

Senior Leadership Group

- To monitor the implementation of the Disadvantaged Strategy in their areas of substantive responsibility, including:
  - Ensuring teaching is of the highest standards and conforms to the school's EiTP model
  - Monitor the progress of disadvantaged students
  - Agenda and discuss the provision and progress of disadvantaged students in Line Management meetings each half term
- Provide a half termly update to the Assistant Principal in charge of disadvantaged students regarding their areas of substantive responsibility
- Perform Quality Assurance tasks with a specific focus on disadvantaged students
- Support their Subject Team Leaders, in which they lead, in monitoring and implementing the Disadvantaged Strategy into their subject areas

Curriculum Team Leader /SEND Coordinator

- To monitor the implementation of identification of disadvantaged students by class teachers and the creation of seating plans.
- To ensure the teaching of disadvantaged students is of the highest standard and conforms to the school's EiTP model
- To ensure the monitoring of the progress of disadvantaged students take place by class teachers within their subject areas.
- To monitor the progress of disadvantaged students, in all Key Stages, across the department.
- To create and update intervention plans to promote the progress of disadvantaged students.
- To utilise any extra ring-fenced funds provided by the school to support disadvantaged students and evaluate the use of such funds.
- To champion the disadvantaged students in their subject and put them at the forefront of all decision making
- To ensure that teaching assistants and other applicable mentors/ coaches, are used to support the progress of disadvantaged students as appropriate.
- To share good practice regarding disadvantaged student provision across the department
- Implement and monitor a Praise/ Rewards system that recognises the effort, achievement and progress of disadvantaged students and is shared with families on a regular basis, e.g., Positive Power Hour, Rewards Cards

Pastoral Managers

- To know who the disadvantaged students are in their year group
- To liaise with the Vice Principal (Attendance) and Admin team and parents regarding attendance and progress of disadvantaged students and service children
- To support in removing the potential barriers for learning for disadvantaged students in your Year group, e.g., supplying specific equipment, revision guides, etc.
- To support disadvantaged students' families in the uptake of school-based events, e.g., Information Evenings, Parents' Evening, etc.

Classroom teachers

- Be 'Relentlessly Optimistic'
- To ensure that colleagues are aware of disadvantaged students, their progress, and their needs
- Use 'data' from Assessment for Learning, observation, book looks to adapt the teaching to bridge gaps in learning of disadvantages students.

- To evaluate the impact of intervention strategies within the classroom and escalate any concerns to the Curriculum Team Leader
- To share information regarding the disadvantaged strategy with the rest of the department and assist the subject team leader in quality assuring these
- To review homework uptake and completion and support in the removal of avoidable barriers, e.g., lack of resources and equipment
- Ensure teaching assistants are fully prepared to assess the progress and learning outcomes for all students, including those requiring extra support.
- Monitor closely the progress of disadvantaged students to ensure their progress is in line with, or exceeding, their non- disadvantaged peers.
- Be consistent with the use of praise and share with the parents through the whole school rewards policy

Lyndon Governing Body

- The designated link Governor for disadvantaged students will act on behalf of the LGB. They will meet with the Senior Leader to evaluate student plans and subsequent impact on progress and attainment, evaluate termly reports, participate in discussions with students, where appropriate, with a focus on learning and success of disadvantaged students.