

Pupil premium strategy statement – Lyndon School

This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
Number of pupils in school	1194
Proportion (%) of pupil premium eligible pupils	34%
Academic year/years that our current pupil premium strategy plan covers	2022-23
Date this statement was published	October 2022, updated September 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Mr A Butt
Pupil premium lead	Mr D Francis
Governor / Trustee lead	Miss A Asad

Year	2020- 2021	2021- 2022	2022- 2023
Year 7	32%	36%	32%
Year 8	46%	33%	36%

Year 9	41%	40%	29%
Year 10	42%	36%	40%
Year 11	29%	38%	36%

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£427,490
Recovery premium funding allocation this academic year	£120,888
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£559,556

Part A: Pupil premium strategy plan

Statement of intent

At Lyndon School, every child has access to an ambitious, inclusive and knowledge-rich curriculum so that all learners - 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 learners identified as eligible for the pupil premium achieve as well as their non-disadvantaged peers nationally. This is achieved through expert teaching and intentionally planned cultural capital activities so that all learners are able to leave Lyndon equipped to live happy, successful lives as local, national and global citizens.

At the core of our curriculum is a desire that all learners, regardless of their starting point, demographic, or socio-economic status, are able to access the curriculum and reach their full potential. Nothing should preclude a child from having ambition or having the ability to know more and remember more.

The pupil premium strategy supports learners to access and achieve the curriculum aims through the provision of enriching and purposeful cultural capital opportunities, which are imperative in tackling social inequality. Moreover, we endeavour to address challenges in our community, 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. Early assessment means that intervention is focused on the needs of individuals.

Our curriculum is adapted for learners through:

- The sequencing of explicit cultural capital opportunities across subjects, providing learners with the cultural literacy to build upon prior knowledge
- Teachers utilising a wide variety of information (such as attendance data, formative and summative assessment, and praise and behaviour logs) to adapt their planning, teach from the top, and support all learners
- Providing aspirational targets and pathways that are accessible to all. All learners are expected to achieve within the top 20% of all learners nationally
- Offering a clear pedagogy based on research, which ensures that all learners have the same access to curriculum knowledge.

Challenges

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

Challenge number	Detail of challenge
1. Quality of Education/Outcomes	Whilst the progress of pupil premium learners at Lyndon in 2022 was generally in line with all learners nationally (+0.04), there remains some in-school variation and they did not achieve as well non-disadvantaged learners nationally (+0.15). Learners' English and Maths at grade 5+ (32% in 2022), at grade 4+ (64%) remain below the national average for their non-disadvantaged peers. EBacc entries were higher (48% compared to 43% for non-disadvantaged learners nationally) and the 4+ % here was in line with national average. At 5+, the % attaining these grades was below (18% vs 24% for non-disadvantaged). Internal data suggests similar gaps across a variety of subjects in all year groups.
2. Literacy and reading ages	Assessments, observations and discussions with learners indicate that learners eligible for the pupil premium generally have lower levels of reading comprehension than peers. This impacts their progress across subjects.
3. Attendance	Our attendance data over last year indicates that attendance among learners eligible for the pupil premium has been lower than for non-disadvantaged learners. Our assessments and observations indicate that absenteeism is negatively impacting their progress.
4. Wider support	Some learners and families do not have the means to access wider resources and the extensive range of equipment and uniform needed to succeed in school.
5. Wellbeing	Our assessments (including wellbeing survey), observations and discussions with learners and families have identified social and emotional issues for many pupils, such as anxiety and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects. These challenges particularly affect learners eligible for the pupil premium, including their attainment.
6. Cultural capital	Some learners are not able to access our broad and inspirational enrichment, cultural capital and extra-curricular programme that supports the development of cultural, moral and social understanding.
7. Aspiration	Learners sometimes do not receive appropriate guidance so that they understand possible career pathways that are aspirational.

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
1. Quality of Education/Outcomes	<p>Ensure that the Quality of Education for all learners, including those who are eligible for the pupil premium, is at least 'Good' or 'Outstanding'.</p> <p>Learner outcomes will show disadvantaged learners at Lyndon make positive progress compared to all learners nationally.</p> <p>P8: Above 0</p> <p>A8 score: 52.6+ (2022 national average for non-disadvantaged learners)</p> <p>Basics 5+: 57%+ (2022 national average for non-disadvantaged learners)</p> <p>Basics 4+: 76%+ (2022 national average for non-disadvantaged learners)</p> <p>Learning walks and the school's QA cycles will show that teaching colleagues understand the needs of the learners in their lessons, use class data to ensure adaptive teaching is effective, have embedded the school's EiTP pedagogical model and consistently use the school's behaviour policy.</p> <p>Gaps in learning are identified and addressed so that disadvantaged learners attain as well as their peers in school.</p> <p>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 targets at KS4.</p>
2. Literacy and reading ages	<p>Gaps in reading ages are identified and addressed quickly through appropriate means of support so that all learners can access the curriculum offer.</p> <p>Learners are assessed at the start of each year.</p> <p>Intervention programmes are planned, implemented and evaluated to improve learners' reading ages.</p> <p>Learners become more confident in reading.</p>
3. Attendance	<p>The attendance of disadvantaged learners is consistently above the national average so that all learners access the full curriculum offer.</p> <p>An additional Attendance Office will be appointed.</p> <p>Daily attendance will be monitored and individual needs will be assessed so that challenges to attendance are removed.</p>

4. Wider support	Removeable challenges are addressed so that all learners access the full curriculum offer. This includes support for independent studies to be completed outside of the school day. Equipment and uniform will be provided for learners who may not otherwise be able to purchase it.
5. Wellbeing	Ensure that, where appropriate, learners are provided with the Social, Emotional and Mental Health support required to achieve in line with their peers.
6. Cultural capital	Alongside the broadening of cultural capital sequenced into each subject's curriculum, ensure learners are able to benefit from the activities and trips. Learners are encouraged to participate in the wide range of extra-curricular activities offered after school.
7. Parental engagement	Parents and carers will feel confident in supporting their children's academic learning and understand the provision that is offered at Lyndon School. Information Evenings will be held for parents/carers so that they understand the school's curriculum, offer and how they can support their child at home. The Lyndon Parent Academy will be established to help parents/carers support their child at home. Information guides, detailing the school's curriculum offer, will be prepared and provided to all parents/carers.
8. Careers advice	Ensure that learners are given appropriate guidance so that they understand possible pathways that are aspirational and that they have a good understanding of what they need to do in school to achieve their career ambitions.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £334,306

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Provide targeted specialist teaching to aid progress and attainment in English, Mathematics, Science and Humanities helping to address gaps in learning and/or tackle underachievement to ensure that the Quality of Education is strong and outcomes are above national average. (£66,861.20 x 4)</p> <p>In addition, an extended day for Year 11 until 4pm 4 days a week will continue. Tutor time for Year 11 utilised to support the teaching of English and Maths and for Science in Year 10. Learners are provided with access to websites, such as <i>Century Tech</i>, <i>Sparx</i> and <i>Seneca</i> to support learning outside the classroom.</p>	<p>Ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be a top priority for pupil premium spending:</p> <p>The EEF Guide to the Pupil Premium</p> <p>The two factors with the strongest evidence of improving learner attainment are:</p> <ul style="list-style-type: none"> - teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions - quality of instruction, which includes using strategies like effective questioning and the use of assessment <p>https://www.suttontrust.com/our-research/great-teaching/</p>	<p>1, 2</p>	<p>In summary, we had a cohort of 238 learners in Year 11. 93 of these were eligible for the Pupil Premium. In 2022, grade boundaries were more lenient as a result of the Covid pandemic and were between the 2019 and the more generous 2021 TAGs. This was no longer the case from summer 2023.</p> <p>National data collaboration currently suggests a Progress 8 figure of 0.44 for all learners, well above the national average. Estimated P8 for learners that are disadvantaged is 0.22, above the national average when compared to all learners and well above their peers nationally. This was a clear improvement since the Year 10 PPEs took place in summer 2022 (when predicted P8 was -0.15 for PP learners) and a reflection of the quality of education and intervention programmes afforded to learners.</p> <p>The average A8 for PP learners was 4.11, compared to 5.13 for their non-disadvantaged peers within school. English and Maths at 4+ and 5+ for PP learners (59% and 30.1% respectively), whilst ahead of their peers nationally (49.1% and 29.4%), is not as strong as that of non-disadvantaged peers within</p>

			<p>school (78.1% and 56.8%). Attainment and Basics will remain an area of focus for those learners eligible for the Pupil Premium.</p> <p>At a subject level, areas that secured particularly high levels of progress for Pupil Premium learners which were well above the national average include Sports Science, Triple Science, Hospitality and Catering, Photography, Media, Religious Education, Business, English, Creative iMedia and Art.</p> <p>This year, we reviewed our assessment procedures and systems and a new assessment process has recently been implemented successfully in KS3. Moving forward, this will give us a more accurate set of data that can be compared against national standards.</p> <p>In summary, KS3 and Year 10 data showed that the majority of learners are on track to meet MEOs at this stage. Teachers are confident that learners are making good progress through the knowledge-rich curricula in each subject area with some exceptions. Although Pupil Premium learners are making progress towards the achievement of the expected standards in most subject areas, some variation remains. This variation is most prominent in English and Maths in Year 7 and Year 8. Further adaptations to the curriculum are in place following this data harvest to address the emerging gaps between those that are eligible for the Pupil Premium and their non-disadvantaged peers.</p>
<p>Improve literacy in all subject areas. Professional development will be tailored to</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	<p>1, 2</p>	<p>A whole-school review and ongoing QA cycles showed that the literacy strategy was being implemented well. There were numerous examples of extended pieces of writing, and exposure to tier 2 and tier 3 vocabulary is embedded, particularly</p>

improve colleagues' knowledge in this area.	Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in Maths and English: word-gap.pdf (oup.com.cn)		through the use of key words in each subject area. Literacy mats are used effectively in some subject areas to support learners. There was evidence of good practice and opportunities for learners to enhance oracy skills.
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £48,816

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Directors of Progress appointed will use data to identify learners who need additional support. They will contribute to a revised intervention timetable, including peer reading and homework clubs.	Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy: The EEF Guide to the Pupil Premium	1, 2, 4	Directors of Progress have been appointed for each of Year 7, 8 and 9. They have run workshops for parents/carers and have created information guides as part of the Lyndon Parent & Carer Academy to better inform families about the content their children will be learning and how they can be supported at home. They have strategic oversight of interventions taking place in each year group and have established a Homework Club so that all learners have access to support with independent learning. Target learners have been placed on Progress Reports and a review suggests these had a positive impact. They have also established peer reading and their own reading intervention groups. This led to over two thirds of learners significantly increasing their reading ages.
Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support	1, 2, 4	Our activities focus on providing tuition in small groups to address individual needs. To maximise the use of the NTP allocation, funding was targeted using a graduated approach. Additional

whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	for pupils that are identified as having low prior attainment or are struggling in particular areas: EEF: One to one tuition And in small groups: EEF: Small group tuition		half-term and Easter sessions are offered across a range of subjects ahead of GCSE, contributing to positive progress. Most learners targeted (86.6%) reduced the gap between their CPI and aspirational MEOs, with some (40%) now meeting or exceeding their MEOs.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £47,323

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Address any challenges that learners 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.	Whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform: EEF: School uniform Ensuring removeable barriers to school attendance are removed where support is required. Attendance is closely linked to attainment in line with DfE guidelines.	1, 2, 3, 4	Parents and carers continue to be supported throughout the year as funding was allocated to uniform, equipment, bus passes, laptops, internet dongles. As in previous years, parents, carers and learners were overwhelmingly positive about the strategy and valued the support that the school was able to provide their children. This, in part, contributed to the positive examination results published in the summer of 2023.
Cultural capital: support to ensure the cultural capital of learners is enriched through intentionally planned, purposeful activities integrated into the	Eagleston, in his June 2021 paper entitled, "Powerful knowledge', 'cultural literacy' and the study of literature in	1, 6	Funding has been allocated to provide Pupil Premium learners the opportunity to attend extra-curricular activities linked to the curriculum whilst also broadening their cultural capital. This included the highly successful visit to the City of

<p>curriculum offer for all learners. Learners are encouraged to participate in the wide range of extra-curricular activities offered after school. This will include peripatetic lessons.</p>	<p>schools” cites a 2013 KS1 and KS2 Department for Education paper, “The knowledge <i>is in</i> and <i>arises from</i> 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. DfE: The national curriculum in England</p>		<p>Birmingham Symphony Orchestra for the whole of the Year 7 cohort and selected learners for excursions to the Blood Brothers musical, the Houses of Parliament, The Commonwealth Day Service of Celebration at Westminster Abbey, the Brecon Beacons and France.</p> <p>Pupil Premium learners are encouraged to attend extra-curricular activities and a range of sports clubs. Attendance to these is tracked across the year. Funding was also provided for learners who wished to play a musical instrument. As in previous years, learner voice across these aspects was overwhelmingly positive.</p>
<p>Pastoral support: embed principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Colleagues have training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>1, 3</p>	<p>Attendance data for the year for the whole school was 92.2%. Although this was lower for PP learners (89.5%), both figures remain ahead of the national attendance (90.7% and 85.3 respectively according to FFT). This will remain an area of focus for 2023-24.</p>
<p>Welfare support to support the resilience and wellbeing of learners to attend and succeed at school so that they are able to participate in a broad, balanced, and ambitious curriculum.</p>	<p>Learners who are supported with their mental wellbeing are more likely to succeed in school: EEF: Social and emotional learning</p>	<p>1, 5</p>	<p>Learners have access to a range of pastoral and wellbeing measures as part of their schooling. Learners are generally extremely positive about the support available to them and this is supported by parent/carer feedback, with 98% of parents/carers stating that their child was happy at Lyndon School and the same number saying that the school supported their child’s wider personal development.</p>

<p>The establishment of a Lyndon Parent Academy, to include a bespoke blended curriculum and a range of Information Evenings to support the engagement of parents and carers in supporting their child with academic progress.</p>	<p>Parental engagement has a positive impact on progress: EEF: Parental engagement</p>	<p>1, 7</p>	<p>Workshops for KS3 and Year 10 have taken place already this year. Parent/Carer Information Guides have been produced and distributed to all year groups. These include content covered, useful websites, tips for success and suggested wider reading for each subject area. Feedback on these sessions was positive from parents and carers and they valued the opportunity to meet and ask questions of members of the school's leadership team. We plan to launch an online platform in the next academic year.</p>
<p>The high quality, impartial careers guidance provided assists disadvantaged learners to make informed choices with regards to academic needs and aspirations.</p>	<p>Careers education works best when it is personalised and targeted to individuals' needs from an early age. Young people who have a good understanding of what they need to do in school to achieve their career ambitions do a lot better economically later in life than their peers: EEF: Careers education</p>	<p>1, 7</p>	<p>All Year 11 learners have accessed personalised guidance from an external careers consultant. They have been supported with college/apprenticeship applications and next steps. This contributed to a figure of 0.4% of learners in Year 11 classed as Not in Education, Employment or Training (NEET), comparing favourably to both local and national equivalents.</p>

Total budgeted cost: £430,445

Intent	Spending
<p>Provide targeted specialist teaching to aid progress and attainment in English, Mathematics Science and Humanities helping to address gaps in learning and/or tackle underachievement to ensure that the Quality of Education and outcomes are above national average. (£66,861.20 x 4)</p>	<p>£334,306</p>
<p>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. £5,600 – Careers Service</p>	<p>£5,600</p>
<p>School Led Tutoring Allocation 40%</p>	<p>£48,816</p>
<p>Enhance students' Cultural Literacy</p>	<p>£5,299</p>
<p>Welfare/pastoral support – counsellor x2</p>	<p>£19,492</p>

Funding for additional resources and/or equipment	£13,977
Total Pupil Premium Spend 2022/23	£427,490

Recovery premium in this academic year

In line with the challenges outlined above, the recovery premium will be spent to ensure the intended outcomes and wider strategies are implemented and successfully achieved.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,610

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Launch of Bookbuzz programme across Years 7 and 8 to promote a love for reading.</p> <p>Purchase of licence to diagnose and assess reading ages and gaps to inform interventions and planning of lessons.</p> <p>Appointment of a librarian to promote a love for reading.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1, 2	<p>This was highly successful and feedback from learners, parents and carers was overwhelmingly positive. The majority of learners appreciated having a wide choice of books, acknowledged that they were more likely to read more widely and discuss this with friends. Parents and carers also spoke highly about the initiative.</p>

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

Budgeted cost: £64,879

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
<p>Directors of Progress appointed will use data to identify learners who need additional support. They will contribute to a revised intervention timetable, including peer reading and homework clubs.</p> <p>An inclusion assistant will be appointed to provide specialist support to disadvantaged learners with SEND.</p>	<p>Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress, or those who have been disproportionately impacted by the effects of the pandemic. Considering how classroom teachers and teaching assistants can provide targeted academic support, such as linking structured small group interventions to classroom teaching and the curriculum, is likely to be an essential ingredient of an effective pupil premium strategy:</p> <p>The EEF Guide to the Pupil Premium</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas:</p> <p>EEF: One to one tuition</p> <p>And in small groups:</p> <p>EEF: Small group tuition</p>	1, 2, 4	<p>Directors of Progress have been appointed for each of Year 7, 8 and 9. They have run workshops for parents/carers and have created information guides as part of the Lyndon Parent & Carer Academy to better inform families about the content their children will be learning and how they can be supported at home. They have strategic oversight of interventions taking place in each year group and have established a Homework Club so that all learners have access to support with independent learning. Target learners have been placed on Progress Reports and a review suggests these had a positive impact, including a reduction in negative incidents and an improvement in their Attitude to Learning grades both in lesson and towards their homework. Directors of Progress have also established peer reading and their own reading intervention groups. This led to over two thirds of learners significantly increasing their reading ages.</p>
<p>Engage with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing</p>	1, 2, 4	<p>We have employed an academic tutor in Mathematics. Learners identified receive small group tuition before, during and after school. Most learners have reduced the gap between</p>

education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.	targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas: EEF: One to one tuition And in small groups: EEF: Small group tuition		their CPI and aspirational MEOs, with some now exceeding their MEOs. Between the end of Year 10 and their final exams, targeted learners increased their grade by almost four whole grades on average.
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £44,622

Activity	Evidence that supports this approach	Challenge number(s) addressed	Review
Address challenges that learners 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.	Ensuring learners can access homework and further independent study through the provision of laptops and an internet connection where these would not otherwise be available has a positive impact on pupil outcomes: EEF: Homework Whilst wearing a uniform is not, on its own, likely to improve learning, it can be successfully incorporated into a broader school improvement process which includes the development of a school ethos and the improvement of behaviour and discipline. If a uniform policy is in place, it is important to consider how to support families that may not be able to afford uniform: EEF: School uniform	1, 2, 3, 4	Parents and carers continue to be supported throughout the year as funding was allocated to uniform, equipment, bus passes, laptops, internet dongles. As in previous years, parents, carers and learners were overwhelmingly positive about the strategy and valued the support that the school was able to provide their children. Learner voice suggests this has resulted in improved wellbeing and attendance for these learners, as well as increased attainment.

	Ensuring removeable barriers to school attendance are removed where support is required. Attendance is closely linked to attainment in line with DfE guidelines.		
<p>Pastoral support: embed principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>An attendance/support officer will be appointed to improve attendance.</p>	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	1, 3	<p>Attendance data for the year for the whole school was 92.2%. Although this was lower for PP learners (89.5%), both figures remain ahead of the national attendance (90.7% and 85.3 respectively according to FFT).</p> <p>Persistent absenteeism was 22%, below the national average of 28% (FFT) but will remain an area of focus.</p>

Intent	Spending
Appointment of Directors of Progress for each year group in KS3 (£4,284 x3)	£12,852
Bookbuzz cost	£1,392
Renaissance and Hodder education licences	£9,430
Appointment of a Librarian @0.4	£8,788
Appointment of an Inclusion Assistant @0.5	£12,027
Appointment of an additional Attendance Officer	£28,784
Additional funding for resources and equipment, to include the tackling of the 'digital divide'.	£7,615
Targeted academic support through the NTP	£40,000
Total Recovery Premium Spend 2022/23	£120,888

Further information

Roles and Responsibilities

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

Senior Leader – Pupil Premium Lead

- To provide termly progress of Pupil Premium learners for the Principal 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 Pupil Premium Plan
- Provide appropriate support and guidance for staff when planning targets and support for Pupil Premium learners 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 Pupil Premium learners

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 Pupil Premium 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 Pupil Premium learners
 - Agenda and discuss the provision and progress of Pupil Premium learners in Line Management meetings each half term

- Provide a half-termly update to the Assistant Principal in charge of Pupil Premium learners regarding their areas of substantive responsibility
- Perform Quality Assurance tasks with a specific focus on Pupil Premium learners
- Support their Curriculum Leads in monitoring and implementing the Pupil Premium Strategy into their subject areas

Curriculum Leads /SEND Coordinator

- Monitor the implementation of identification of Pupil Premium learners by class teachers and the creation of seating plans
- Ensure the teaching of Pupil Premium learners is of the highest standard and conforms to the school's EiTP model
- Ensure the monitoring of the progress of Pupil Premium learners takes place by class teachers within their subject areas
- Monitor the progress of Pupil Premium learners, in all Key Stages, across the department
- Create and update intervention plans to promote the progress of Pupil Premium learners
- Utilise any extra ring-fenced funds provided by the school to support Pupil Premium learners and evaluate the use of such funds.
- Champion the Pupil Premium learners in their subject and put them at the forefront of all decision making
- Ensure that teaching assistants and other applicable mentors/ coaches, are used to support the progress of Pupil Premium learners as appropriate
- Share good practice regarding Pupil Premium provision across the department
- Implement and monitor a Praise/ Rewards system that recognises the effort, achievement and progress of all learners and is shared with families on a regular basis, e.g. praise emails, praise points

Pastoral Managers

- Know who the Pupil Premium learners are in their year group
- Liaise with the Vice Principal (Attendance) and Admin team and parents/carers regarding attendance and progress of Pupil Premium learners and service children
- Support in removing the potential barriers for learning for Pupil Premium learners in your year group, e.g. supplying specific equipment, revision guides, etc.

- Support Pupil Premium learners' families in the uptake of school-based events, e.g., Information Evenings, Progress Evenings

Classroom teachers

- Be 'Relentlessly Optimistic'
- Ensure that colleagues are aware of Pupil Premium learners, their progress, and their needs
- Use 'data' from Assessment for Learning, observation, book looks to adapt the teaching to bridge gaps in learning of learners.
- Evaluate the impact of intervention strategies within the classroom and escalate any concerns to the Curriculum Lead
- Share information regarding the Pupil Premium strategy with the rest of the department and assist the Curriculum Lead in quality assuring these
- Review homework uptake and completion and support in the removal of avoidable challenges e.g. lack of resources and equipment
- Ensure teaching assistants are fully prepared to assess the progress and learning outcomes for all learners, including those requiring extra support
- Monitor closely the progress of Pupil Premium learners 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 Pupil Premium learners will act on behalf of the LGB. They will meet with the Senior Leader to evaluate plans and subsequent impact on progress and attainment, evaluate termly reports, participate in discussions with learners, where appropriate, with a focus on learning and success of Pupil Premium learners

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Lyndon School performance over time

Measure (PP only)	2018	2019	2020*	2021*	2022
Progress 8	-0.75	-0.27	-0.19	+0.18	+0.04
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. Whilst the progress of disadvantaged learners in 2022 was generally in line with all learners nationally (+0.04), there remains some in-school variation and they did not achieve as well non-disadvantaged learners nationally (+0.15). Nationally, DA learners averaged a P8 score of -0.55.

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

Intended outcomes (2021-22)

This explains the outcomes we are aiming for 2021-22, and how we will measure whether they have been achieved.

Intended outcome	Success criteria						
<p>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.</p>	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	-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

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	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 students are encouraged to participate in the wide-range of extra-curricular

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.

<p>activities offered after school.</p>																												
<p>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.</p>	<p>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:</p> <table border="1" data-bbox="506 341 2101 628"> <thead> <tr> <th>Year group</th> <th>Praise point percentage relative to all</th> </tr> </thead> <tbody> <tr> <td>7 (LO2026)</td> <td>33%</td> </tr> <tr> <td>8 (LO2025)</td> <td>30%</td> </tr> <tr> <td>9 (LO2024)</td> <td>38%</td> </tr> <tr> <td>10 (LO2023)</td> <td>30%</td> </tr> <tr> <td>11 (LO2022)</td> <td>30%</td> </tr> </tbody> </table> <p>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.</p> <p>SC5 - The gap between the average number of behaviour logs for non-disadvantaged students compared to their disadvantaged peers is closing.</p> <p>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.</p> <p>SC6- Attendance, persistent absenteeism and fixed term exclusions continue to reduce and is consistently below the national averages for the same group.</p> <table border="1" data-bbox="506 1050 1774 1295"> <thead> <tr> <th>Education Provision Data</th> <th>Target</th> <th>End of year</th> </tr> </thead> <tbody> <tr> <td>Persistent Absence of disadvantaged (%)</td> <td><24%</td> <td>45.6%</td> </tr> <tr> <td>Attendance of disadvantaged (%)</td> <td>>93%</td> <td>87.1%</td> </tr> <tr> <td>Fixed term exclusions as a percentage of the student group (disadvantaged)</td> <td><1%</td> <td>6.8%</td> </tr> <tr> <td>% enrolments with 1 or more fixed term exclusion (disadvantaged)</td> <td><1%</td> <td>4.1%</td> </tr> </tbody> </table>	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%	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%
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<p>D. The high quality, impartial careers guidance provided assists disadvantaged students with making informed choices with regards to academic needs and aspirations.</p>	<p>SC7- The gap between the disadvantaged and non-disadvantaged remains at zero, or the gap is improves in favour of disadvantaged students.</p> <table border="1" data-bbox="510 327 2083 821"> <thead> <tr> <th>Destination</th> <th>2019 DA %</th> <th>2020 DA %</th> <th>2021 DA %</th> <th>2022 DA % provisional</th> </tr> </thead> <tbody> <tr> <td>Total in Learning</td> <td>98.27%</td> <td>98.50%</td> <td>98.4%</td> <td>97.6%</td> </tr> <tr> <td>Further Education</td> <td>98.27%</td> <td>95.50%</td> <td>95.2%</td> <td>96.3%</td> </tr> <tr> <td>Apprenticeships and Training</td> <td>0.00%</td> <td>3.00%</td> <td>3.2%</td> <td>1.2%</td> </tr> <tr> <td>Total Part time Education</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> </tr> <tr> <td>Part time Education</td> <td>0.00%</td> <td>0.00%</td> <td>0.00%</td> <td>1.2%</td> </tr> <tr> <td>Total Employed</td> <td>1.73%</td> <td>1.50%</td> <td>0.00%</td> <td>1.2%</td> </tr> <tr> <td>Employed</td> <td>1.73%</td> <td>1.50%</td> <td>0.00%</td> <td>1.2%</td> </tr> </tbody> </table>	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%
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<p>E. 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</p>	<p>SC 1, 2, 4, 5 and 6</p> <p>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.</p> <p>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.</p>																																								

resources required to meet the school's expectations.	
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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
<p><i>Intended outcome:</i> <i>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.</i></p> <p>The will be achieved through:</p> <p>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.</p>	<p>The two factors with the strongest evidence of improving student attainment are:</p> <ul style="list-style-type: none"> - teachers' content knowledge, including their ability to understand how students think about a subject and identify common misconceptions - quality of instruction, which includes using strategies like effective questioning and the use of assessment <p>https://www.suttontrust.com/our-research/great-teaching/</p> <p>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.</p>	1

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

<https://www.suttontrust.com/our-research/great-teaching/>

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

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Intended outcome: <i>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.</i></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • 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 <i>Century Tech</i>, <i>Hegarty Maths</i> and <i>Seneca</i> to support learning outside the classroom • <i>MyTutor</i> interventions planned for one-to-one sessions, taken place after school on the school site 	<p>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.</p> <p>The evidence shows that the impact of homework, on average, is five months' additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>6, 7</p>
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Cultural Literacy and Extra-Curricular Provision

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome: <i>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.</i></p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> 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. 	<p>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,</p> <p>“The knowledge <i>is in</i> and <i>arises from</i> 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.</p>	6, 7

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Intended outcome: <i>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.</i></p> <p>This will be achieved through:</p>	<p>Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	1, 4, 7

- 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 well-being of disadvantaged students to attend and achieve at the school

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

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

1, 4, 5, 7

<p>1b) Ensure no child becomes Not in Education, Employment or Training (NEET)</p> <p>2) Ensure there is a fair representation of disadvantaged students across student bodies and student voice activities</p> <p>3) Ensure students from all backgrounds are suitably prepared for interview and application processes they may encounter once they leave school</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	
<p>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.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> • 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 • 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 	<p>School with cultures of high expectations help to raise disadvantaged attainment.</p> <p>High performing schools, regardless of locations subsidise trips and extra-curricular activities for disadvantaged students.</p> <p>https://www.gov.uk/government/publications/school-culture-and-practice-supporting-disadvantaged-pupils</p>	<p>3, 4</p>

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	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

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.

	↑	↔	↓	↓↓	↑	↔	↓	↓↓
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 not 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

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

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.

	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: <i>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</i>	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.	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

carrying out strategic interventions as set out in our Literacy Improvement Plan for 2021/2022 to ensure their reading ages rapidly improve.

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.

On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension 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>

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 be implemented in lessons and this will continue to be a focus in 2022-23.

<p>Curriculum adaptations to support transfer.</p> <p>Costs: 0.5 FTE librarian: £8000. Renaissance Reading license: £1500. Books =£2250 Total= £11,750</p>			
<p>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.</p> <p>Key Actions:</p> <ul style="list-style-type: none"> • 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 	<p>Studies consistently find that digital technology is associated with learning gains.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>3, 4</p>	<p>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.</p>

<ul style="list-style-type: none"> • 12/21 Ensure students are supported and trained in the 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. <p>Costs: Laptop: £200 x 60 = £12,000 Internet support: £1,810 Total= £13,810</p>			
<p>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.</p> <p>Key Actions:</p>	<p>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</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/projects/Attendance-REA-protocol-21092021.pdf</p>	<p>4</p>	<p>There has been a drop in attendance in 2021-22 compared to the previous years, despite the measures put in place.</p> <p>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 disadvan-</p>

<ul style="list-style-type: none"> • 10/21 Review SLA for EWS and explore purchase of x1 additional day (equivalent) to ensure home visits are more frequent, supportive and impactful in improving attendance. • Targeted additional intervention through the NTP for students across all years. <p>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.</p>		<p>taged, SEND (K) and SEND (E) respectively). Persistent absenteeism is broadly similar to that of other schools nationally over the same period.</p> <p>This will be reviewed in next year's strategy and continue to be a priority for 2022-23.</p>
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Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NTP one-to-one/small group tuition	MyTutor (impact outlined above)

