

Pupil Premium (and Covid Recovery) Grant Strategy Statement

School Overview

Metric	Data
School name	Langtree School
Pupils in school	624
Proportion of disadvantaged pupils	9.49%
Pupil premium allocation this academic year	£69,638
Academic year or years covered by statement	2021-2022
Publish date	November 2021
Review date	February 2022
Statement authorised by	Simon Bamford (Head Teacher)
Pupil premium lead	Annie Temple (Pupil Premium Coordinator)
Governor lead	J-F Fava Verde

Funding overview

Detail	Amount
Estimated Pupil premium funding allocation this academic year	£69,638
Recovery premium funding allocation this academic year	£8,410
Estimated School Led Tutoring Programme Funding	£7,087
Covid funding carried forward from previous years	£10,699
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	£95,834

Statement of Intent

Our intention, and the focus of this strategy, is that all students make exceptional progress, irrespective of their background or the challenges they need to overcome.

High quality teaching is at the centre of everything we do to improve educational outcomes. However, we also recognise that some students require additional support to enable them to achieve their full potential.

We focus on improving literacy standards and developing cultural capital in all students.

Due to the small size of our school and the relatively small proportion of students in receipt of Free School Meals, the profile of our disadvantaged students can change significantly from year to year. We therefore formulate an annual plan so we can adjust it based upon the bespoke needs of any particular cohort of students. However, the outcomes of some actions have a longer lead time until their outcomes can be measured - these actions will be retained on next year's plan.

Disadvantaged pupil performance overview for last academic year (2019 Exams)

Progress 8	0.17	Attainment 8	44.1
Ebacc entry	30%	Percentage of Grade 5+ in English and maths	30%

Strategy aims for disadvantaged pupils

Aim	Target	Metric	Target date
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	+0.20	Sept 22
Attainment 8	Achieve national average for attainment for all students	50.3	Sept 22
Percentage of Grade 5+ in English and maths	Achieve national average English and maths 5+ scores for all students	50%	Sept 22
Sustained high levels of wellbeing	Qualitative data from student voice, student and parent surveys and teacher observations demonstrates high levels of well being among disadvantaged students commensurate with levels indicated by their peers. An increase in participation in enrichment activities, particularly among disadvantaged pupils.		
Attendance	Improve attendance to national average	94%	Sept 22
Ebacc entry	Better national average EBacc Entry for all pupils.	45%	Sept 22
Staying in Education or Training	Equal to or better than the national average proportion for all students	96%	Sept. '23 (based on Sept. '22 data)

Teaching priorities for current academic year

Measure	Activity
<p>Priority 1</p> <p>Ensure that PP students make similar progress and achieve similar outcomes as their peers</p>	<p>Employ two Learning Coaches with PPG and Covid recovery budget and ensure PP students are prioritised when forming groups that she works with.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>
<p>Priority 2</p> <p>Ensure staff are aware of the collective and individual needs of PP students and of the importance of supporting these student, particularly as they return to school following the lockdown,</p>	<p>Share research to raise knowledge amongst students, parents and teachers about the importance of reading and cultural capital on young people's life chances.</p> <p>Eg Sec Ed: Pupil Premium: Closing the Vocabulary Gap</p>
<p>Barriers to learning these priorities address</p>	<p>Providing strategies to improve reading and cultural capital for ALL subjects will increase student engagement across the curricula and improve outcomes</p>
<p>Projected spending</p>	<p>£33,587.00</p>

Targeted academic support for current academic year

Measure	Activity and Evidence to support the approach
<p>Priority 1</p> <p>Staff a suitable and proven programme of academic support for students who struggle with basic numeracy.</p>	<p>Numeracy intervention - develop or buy in programme using EEF research to identify an effective programme and best practice in its delivery.</p> <p>Teaching mathematics - GOV.UK (www.gov.uk) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>
<p>Priority 2</p> <p>Use SR&L, KS2 and CATs data to identify students in greatest need of intervention.</p>	<p>PP students always considered and, where appropriate, given priority access to, any interventions or additional support</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>
<p>Priority 3</p> <p>Provide students with the learning resources they require to ensure they can progress at least as fast as their peers.</p>	<p>Students have the resources to ensure progression</p>
<p>Priority 4</p> <p>PP students complete homework and independent learning to a standard commensurate with their ability.</p>	<p>Students with issues completing homework are directed to attend lunchtime homework detention or after school homework support</p>
<p>Barriers to learning these priorities address</p>	<p>Raising literacy levels will ensure students are more likely to access higher levels of vocabulary.</p> <p>Improving Literacy in Secondary Schools word-gap.pdf (oup.com.cn) https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>
<p>Projected spending</p>	<p>Currently £10,466</p>

Wider strategies for current academic year

Measure	Activity
<p>Priority 1</p> <p>Ensuring PP students have the skills and cultural capital to be successful when they leave school.</p>	<p>Introduce enhanced profiles to which all staff can access details to ensure that the pupil premium cohort remains 'visible'.</p> <p>Track attendance at extra-curricular provision, trips and engagement with programmes such as the Langtree Challenge and DoE award.</p>
<p>Priority 2</p> <p>Ensure students (and parents) are aware of the importance of attending school regularly and achieving well.</p>	<p><i>Attendance letter(s) alerting parents to fact that attendance is below expectations</i></p> <p><i>Re-establish the PP attendance scheme. £10 voucher if attendance above 90% or improves by 15% in any term. (£600)</i></p> <p>DfE - Improving School Attendance</p>
<p>Priority 3</p> <p>Ensuring we are monitoring and supporting the wellbeing and mental health of students as they recover from the effects of the pandemic</p>	<p>Provide ELSA support and/or NOMAD counselling for students we identify to be in need of support with their mental health or well being.</p> <p>Provide music therapy to students who we believe will benefit.</p> <p>Provide the opportunity to go horse riding to a student who will benefit.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>
<p>Priority 4</p> <p>Increase proportion of PP students staying in education and training on leaving Langtree</p>	<p>Identify PP students who are at risk from not meeting targets and ensure aspiration career pathways are explored to aid motivation. (eg visits to HE and FE institutions, Work Experience opportunities)</p> <p>Provide more careers IAG for PP students in danger of becoming NEET</p> <p>Ensure we are more proactive in collecting destination data for all students in a timely fashion</p>
<p>Priority 5</p> <p>Engaging the support of parents of PP students</p>	<p>Priority and support given to parents of PP students when booking parents evening appointments.</p> <p>EEF - How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice</p>
<p>Barriers to learning these priorities address</p>	<p>PP student will maintain a high profile ensuring they are able to access the relevant opportunities</p>
<p>Projected spending</p>	<p>£12,100.00</p>

Monitoring and implementation

Area	Challenge	Monitoring
Teaching	Ensure that PP students make similar progress and achieve similar outcomes as their peers	<p>Termly meetings with PP coordinator and regularly meetings with PP governor to</p> <ul style="list-style-type: none"> ● review progress on PP strategy ● look at progress data ● Devise strategies to address any underachievement
Targeted support	Identifying where support is required and sourcing appropriate intervention	<p>Conduct literacy baseline assessments to assist identification of students in need of literacy support/intervention.</p> <p>Tracking intervention offered through the intervention audit and intervention strategy monitoring and ensuring PP students are prioritised when intervention is agreed.</p> <p>Tracking of homework aspects on reports and of sanctions data.</p>
Wider strategies	<p>Ensure students (and parents) are aware of the importance of attending school regularly and achieving well.</p> <p>Ensuring PP students have the skills and cultural capital to be successful when they leave school.</p>	<p>Track PP students' behaviour, attendance, safeguarding and wellbeing through normal school discipline logs, wellbeing and safeguarding metrics.</p> <p>Specific monitoring of PP access to and attendance of careers guidance.</p> <p>Monitoring of parent attendance at parents evenings.</p> <p>Tracking attendance on extracurricular opportunities, engagement with Langtree Challenge and trips and visits.</p> <p>Monitoring of planned and actual destination data.</p>