

Pupil Premium Strategy Statement Langtree School

School Overview

Metric	Data
School name	Langtree School
Pupils in school	626
Proportion of disadvantaged pupils	9.42%
Pupil premium allocation this academic year	
Academic year or years covered by statement	2022-2023
Publish date	
Review date	
Statement authorised by	Simon Bamford (Head Teacher)
Pupil Premium lead	Susannah Wood
Governor lead	Catherine Roche

Part A - Funding and Strategy for 2022-2023

Funding overview

Detail	Amount
Estimated Pupil premium funding allocation this academic year	£74,226
Recovery premium funding allocation this academic year	£8,410
Estimated School Led-Tutoring Programme Funding	£9,720
Covid funding carried forward from previous years	£0
Total budget for this academic year	£92,356
If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	n/a

Statement of Intent

The focus of this strategy and our intention is that all students make exceptional progress, irrespective of their background or the challenges they face as young adults. 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 want all of our students to feel valued, included and capable of making progress. We focus on improving literacy standards and developing cultural capital in all students.

We aim to reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils. Our pupil premium strategy is designed to improve attendance, engagement in learning and outcomes, while building strong relationships with pupils, and understanding their individual needs and addressing any barriers to their academic progress in order to fulfil our vision.

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, it can take time to measure how successful these interventions are. As a result, actions and assessment of outcomes for any given year may be carried forward into the following year.

Strategy aims for disadvantaged pupils

Aim	Target	Metric	Target date	Current 11Pr1	2022
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	+0.20	Sept 23	-0.41	-0.53 (0.14)
Attainment 8	Achieve national average for attainment for all students	50.3	Sept 23	39.54	38.3 (43.7)
Sustained high levels of wellbeing	<p>Qualitative data from student voice, student and parent surveys and teacher observations will demonstrate high levels of well-being among disadvantaged students commensurate with levels indicated by their peers.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>				
Attendance	Improved attendance closer to national average	90%	Sept 23	82%	88%
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)	-	-

Challenges

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

Challenge	Details of Challenge
1	Persistent Absence - this remains the single biggest barrier to achievement for all our students. The small PP cohort includes some individuals who have very low attendance at school. The intensive work done to support these students has to be very individual and bespoke.
2	Attendance - among the PP cohort (and discounting the individuals covered in challenge 1) there are a number of individuals who are not school refusers but whose attendance remains below target.
3	Literacy - PP students have disproportionately lower levels of literacy than their peers (evidenced through the SpRA testing at the beginning of year 7). These students will be supported through the HLT and Fresh Start interventions as appropriate .
4	Well-being - some students in receipt of the PPG have low scores on our well-being surveys.
5	Attitude to Learning: report data for most year groups indicate that the Learning Behaviours for the PP students are below the average for the year group.
6	Aspiration: typically students in the PP cohort lack ambition to attend Higher or even Further Education. We believe it is our job to show all students what they might aspire to achieve when they leave school.
7	Cultural Capital - some students in receipt of the PPG are not exposed to the wider opportunities of their less-disadvantaged peers.

Teaching priorities for current academic year

Measure	Activity	Challenge Addressed
<p>Priority 1</p> <p>Ensure that PP students make similar progress and achieve similar outcomes to their peers</p>	<p>Continue to employ Graduate Coaches with PPG to develop literacy; ensure PP students are prioritised when forming small groups that the coaches work with.</p> <p>Evaluation of Teaching & Learning (lesson observations and learning walks) to include PP Focus (looking specifically at 'explicit teaching/scaffolding/cognitive and metacognitive strategies'). Sharing of good practice.</p> <p>Line management reviews with Teaching Leaders to include data-monitoring at milestone assessments and action-planning to address gaps in progress.</p> <p>Signpost CPD (National College) where appropriate</p> <p>Create a post AHT Vulnerable Learners to provide oversight of provision and support for SEN, PP and other vulnerable students.</p> <p>Create the new post of 'Literacy Champion' to promote reading, writing and language development (vocabulary and oral fluency)</p> <p>Work scrutiny and other T&L evaluations to include a sample of PP students with a specific focus on PP students in Term 2</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>3</p> <p>5</p>
<p>Priority 2</p> <p>Ensure staff are aware of the collective and individual needs of PP students, and the importance of supporting these students, particularly as they settle back into school life following the disruption of the pandemic.</p>	<p>Share research to raise knowledge amongst teachers, school staff, parents and students about the importance of reading and cultural capital in young people's life chances.</p> <p>Eg Sec Ed: Pupil Premium: Closing the Vocabulary Gap</p>	3, 5, 6, 7
<p>Barriers to learning that 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>£55,309.00</p>	

Targeted academic support for current academic year

	Activity and Evidence to support the approach	Challenge Addressed
Priority 1 Run a suitable and proven programme of academic support for students who struggle with basic literacy and numeracy.	Numeracy intervention - develop or buy-in programme using EEF research to identify both an effective programme and also best practice in its delivery. Review curriculum pathways for LPA with students, parents and teachers at KS 4 Continue with Hackney Literacy Trust intervention Introduce Read, Write Inc (Fresh Start) for fluency and decoding Teaching mathematics - GOV.UK (www.gov.uk) KS2_KS3_Maths_Guidance_2017.pdf (educationendowmentfoundation.org.uk)	3, 5
Priority 2 Use SR&L, KS2 and CATs data to identify students in greatest need of intervention.	PP students always to be considered and, where appropriate, given priority access to any interventions or additional support Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF	3, 5
Priority 3 Provide students with the learning resources they require to ensure they can progress at least as fast as their peers.	Students to have the resources to ensure progression	3, 5
Priority 4 PP students complete homework and independent learning to a standard commensurate with their ability.	Students experiencing issues in completing homework to be directed to attend after-school homework support or, where necessary, lunchtime homework detention. <i>"EEF teaching and learning toolkit: Homework" by EEF.</i> <i>"Homework: what does the evidence say?" by Huntingdon Research School.</i> <i>"Fixing the homework problem" by Guest Author via Ruth Ashbee.</i> <i>"Progress in International Reading Literacy Study" by International Association for the Evaluation of Educational Achievement.</i> <i>"The Case For and Against Homework" by Marzano and Pickering.</i> <i>"Great teaching techniques: Homework" by Tom Sherrington and Sara Stafford via Chartered College.</i> <i>"Key Stage 3: the wasted years" by Ofsted.</i> <i>"Effective homework at Key Stage 3" by Sec Ed.</i>	3, 5
Barriers to learning that	Raising literacy levels will ensure that students are more likely to access higher levels of vocabulary. Improving Literacy in Secondary Schools	3

these priorities address	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	
Projected spending		£18,365

Wider strategies for current academic year

Measure	Activity	Challenge Addressed
Build understanding of pupils' needs as they enter into school at Y7 so that we can act early and work to close any gap as soon as possible	Transition programme with feeder primary schools: good information sharing with feeder primaries to understand pupils' needs before they enter Y7. Tailored transition programme in place to support transition of students into Y7, and to ensure good start and firm foundations at Langtree.	1, 2, 4, 5, 6
Priority 1 Ensuring PP students have the skills and cultural capital to be successful when they leave school.	Introduce enhanced profiles which all staff can access and add details to ensure that the pupil premium cohort remains 'visible' and 'front of mind'. Track attendance at extra-curricular provision and trips, as well as engagement with programmes such as the Langtree Challenge and DoE award.	6, 7
Priority 2 Ensure students (and parents) are aware of the importance of attending school regularly and achieving well.	Prioritisation of slots at parents' evenings Dedicated time to focus on attendance of PP cohort and shared understanding between school and parents. Attendance letter(s) alerting parents to fact that attendance is below expectations Re-establish the PP attendance scheme. £10 voucher if attendance improves to above 90% or improves by 15% in any term. (£600) DfE - Improving School Attendance	1, 2
Priority 3 Ensure we are monitoring and supporting the well-being and mental health of students as they recover from the effects of the pandemic	Annual pupil well-being survey and monitoring of needs Universal and targeted support provided by School Nurse Provide ELSA support and/or NOMAD counselling for those students we identify as being in need of support with their mental health or well-being. Provide music therapy to students who we believe will benefit. Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)	4
Priority 4 Increase proportion of PP students staying in education and	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) Provide more careers IAG for PP students at risk of becoming NEET	6

training after leaving Langtree	Ensure we embed our new systems for collecting destination data for all students in a timely fashion	
Priority 5 Engage the support of parents of PP students	Priority and support given to parents of PP students when booking Parents' Evening appointments. Develop systematic and targeted buy-in from parents: Year 7 Book Club, Parent Forums EEF - How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice	1, 2
Barriers to learning that these priorities address	PP student will maintain a high profile, ensuring they are able to access all relevant opportunities	
Projected spending	£18,682.00	

Monitoring and implementation

Area	Challenge	Monitoring
Teaching	Ensure that PP students make similar progress and achieve similar outcomes to their peers	<p>Termly meetings with PP coordinator and PP governor to:</p> <ul style="list-style-type: none"> ● review progress of PP strategy ● look at progress data and monitor gap between PP students and wider year-group peers ● devise strategies to address any under-achievement
Targeted support	Identify where support is required and source appropriate intervention	<p>Conduct literacy baseline assessments to assist identification of students in need of literacy support/intervention.</p> <p>Tracking intervention to be offered through intervention audit and intervention strategy monitoring, to ensure PP students are prioritised when intervention is agreed.</p> <p>Reports and sanctions data to be tracked to monitor homework performance.</p>
Wider strategies	<p>Ensure students (and parents) are aware of the importance of attending school regularly and achieving well.</p> <p>Ensure PP students have the skills and cultural capital to be successful when they leave school.</p>	<p>Track PP students' behaviour, attendance, safeguarding and well-being through usual school metrics. Identify any trends or action required to adapt the support required by PP students to assist in closing the gap.</p> <p>Monitor PP access to, and attendance at, careers guidance.</p> <p>Monitor parental attendance at Parents' Evenings.</p> <p>Track attendance on extracurricular opportunities, engagement with Langtree Challenge, and trips and visits.</p> <p>Monitor planned and actual destination data post-Langtree.</p>

Part B: Review of the previous academic year

Disadvantaged pupil performance overview for last academic year

(2022 Exams - using internal estimates as we are awaiting release of Official Data)

Number of FSM / FSM6	5	10	Number LAC / Post LAC	0	3
Progress 8		-0.53 (0.14)	Attainment 8		38.3 (43.7)
Percentage Grade 4+ English		61.5% (72.7%)	Percentage Grade 5+ English		30.8% (36.4%)
Percentage Grade 4+ maths		53.9% (63.6%)	Percentage Grade 5+ maths		38.5% (45.5%)
Percentage Grade 4+ English and maths		46.2% (54.5%)	Percentage Grade 5+ English and maths		30.8% (36.4%)

Note: We were extremely disappointed that two students - who we took onto our roll during KS4 in order to support the Local Authority and the young people themselves, but who did not attend school at Langtree - were counted on our results despite previous assurances from the authorities. The (absence of) results for these two students made a significant difference to the headline figures for the overall small cohort of our Pupil Premium students.

The data in brackets in the table above removes the results of these two outliers. The P8 performance of the Pupil Premium students, while still showing a gap to their non-disadvantaged peers, is above national averages for all students.

Our strategy of employing Learning Coaches using PPG and Covid Recovery funds proved very beneficial, as the students included in the interventions provided by these staff were not only successful in staying the course to the end of KS4, but also in achieving results in line with estimates.

We aimed to buy-in a numeracy intervention scheme to support those students in receipt of the PPG who struggled with numeracy. However, despite extensive research we could not find a programme in which we could invest with any confidence. We therefore decided to employ a specialist Maths HLTA who could support these students directly by offering both in-class and small- group withdrawal support.

We have an intervention audit which details all support received by all students in the school. This has been used extensively to track all the interventions offered across the school and to ensure that PP students are prioritised.

The lunchtime homework detention and after-school homework club have been accessed by a number of PP students, some of whom chose to attend while others were directed.

Low attendance of a significant proportion of the students in receipt of the PPG remains the biggest (and most difficult) barrier to overcome towards their progress. We have reinstated the prizes awarded

for PP students with consistently good attendance, and for those who make significant improvements. This provides a vehicle for praise and discussion regarding the importance of attending school - both with students and their parents.

The bespoke interventions offered to a small number of PP students (music therapy, horse riding, IAG and counselling, and access to trips and visits to develop cultural capital) have proved successful, not only in engaging these specific students, but also in improving their enjoyment of school and thereby their attendance.