

2023 - 2024 Pupil Premium Strategy Statement Langtree School

School Overview

Metric	Data
School name	Langtree School
Pupils in school	626
Proportion of disadvantaged pupils	8.05%
Pupil premium allocation this academic year	
Academic year or years covered by statement	2023-2024
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 2023-2024

Funding overview

Detail	Amount
Estimated Pupil premium funding allocation this academic year	£70,669
Recovery premium funding allocation this academic year	£16,284
Estimated School-Led Tutoring Programme Funding	£9,720
Covid funding carried forward from previous years	£0
Total budget for this academic year	£96,673
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 that 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	2024 10PR3	2023 Result
Progress 8	Achieve top quartile for progress made by disadvantaged pupils amongst similar schools	+0.20	Sept 24	-0.29 (Estimate)	-0.29
Attainment 8	Achieve national average for attainment for all students	50.3	Sept 24	33.9	39.6
Sustained high levels of wellbeing	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. An increase in participation in enrichment activities will be recorded, particularly among disadvantaged pupils.				
Attendance	Improved attendance closer to national average	90%	Sept 23	87.72 %	86.31%
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	<p>Our attendance data shows that absenteeism from school is impacting negatively on the progress of our disadvantaged cohorts. This is a complex challenge which often requires an individual approach, and therefore the investment of time and staffing on top of a clear system of tracking and a graduated approach.</p> <p>The challenges may be medical (physical or mental) or EBSA.</p>
2	<p>PP students may have disproportionate lower levels of literacy than their peers, and observations and discussions have also shown us that many of our PP students' reading comprehension and inference skills make accessing complex written texts more challenging. Their oracy skills and vocabulary knowledge may need additional support to help them achieve better outcomes in writing and more confidence to express their thinking.</p>
3	<p>Well-being - some students in receipt of the PPG have low scores on our well-being surveys - and equally, some non-PP students scored low.</p> <p>More work is needed when we analyse the well-being surveys to compare whether this is disproportionate to non-PP students.</p>
4	<p>Reported data for some year groups indicate that the Learning Behaviours for PP students are below the average for the year group. We recognise that emotional regulation and resilience are important factors in their ATL. Not all of our disadvantaged students have a range of cognitive and metacognitive strategies to use when they are dealing with challenging academic work or in other social situations.</p>
5	<p>Some students in the PP cohort need support to widen their aspirations in school and beyond. We need to offer them wider enrichment opportunities that enable them to aim high - and at the same time, be motivated to succeed academically.</p>

Teaching priorities for current academic year

Measure	Activity	Challenge Addressed
<p>Priority 1 Ensure that PP students make similar progress and achieve similar outcomes to their peers</p>	<p>Quality-first teaching and learning will lead to improved outcomes for all through the recruitment, retention, and development of high-quality teachers.</p> <p>Our aims: To further develop teaching and learning practices with a view to supporting vulnerable and disaffected learners.</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, as well as language development and opportunities to develop oracy skills.</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>Sharing of good practice. Line-management reviews with Teaching Leaders to include data-monitoring at milestone assessments and action-planning to address gaps in progress. This information will be shared and reviewed by the SLT to inform a whole-school approach. Departments will be supported in devising departmental CPD, signposting staff towards professional reading and CPD opportunities.</p> <p>Literacy Champion will continue to promote reading, writing and language development (vocabulary and oral fluency), and the Literacy Champion and SENDCo will track progress in literacy and ensure that interventions are in place when needed.</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>2, 4, 5</p>
<p>Priority 2 Ensure staff are aware of the collective and individual needs of PP students, and the importance of supporting these students,</p>	<p>Our aims: 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. Eg Sec Ed: Pupil Premium: Closing the Vocabulary Gap</p> <p>To develop a greater awareness of how learning may be affected by disadvantage for students eligible for PP, and plan appropriate provision.</p> <p>To develop a greater awareness of reasonable adjustments in teaching and learning, to meet the needs of vulnerable learners and others who may also have an identified learning need.</p> <p>PP lead and Heads of Year to ensure that the student profiles are up to date and accessible to all staff.</p>	<p>1, 2, 3, 4, 5</p>

	To continue to employ intervention teachers to support those students who are not accessing full-time education, and to also to support the development of writing skills at KS 4.	
Barriers to learning that these priorities will address	<p>Providing strategies to improve reading and cultural capital for ALL subjects will increase student engagement across the curricula and improve outcomes</p> <p>Low aspirations/expectations will be challenged through quality-first teaching</p> <p>Development of cognitive/metacognitive strategies through teaching and learning will help prepare PP students for what is to come next (for example, moving through a Key Stage, or on to college, work) and thereby build their resilience.</p>	
Projected spending		£55,309.00

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Targeted academic support for current academic year

	Activity and Evidence to support the approach	Challenge Addressed
<p>Priority 1</p> <p>Run a suitable and proven programme of academic support for students who struggle with basic literacy and numeracy.</p>	<p>Numeracy intervention - to develop or buy in a programme using EEF research to identify both an effective programme and also best practice in its delivery.</p> <p>Review curriculum pathways for Lower Prior Attainment with students, parents and teachers at KS 4</p> <p>Continue with Hackney Literacy Trust intervention and Read, Write Inc (Fresh Start) for fluency and decoding</p> <p>Teaching mathematics - GOV.UK (www.gov.uk) KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	2, 5
<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 to be 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>	2
<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 to have the resources to ensure progression</p>	2, 3

<p>Priority 4 PP students complete homework and independent learning to a standard commensurate with their ability.</p>	<p>Students experiencing issues in completing homework to be directed to attend lunch-time or after-school homework support</p> <p><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></p>	<p>1</p>
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<p>Barriers to learning that these priorities address</p>	<p>Raising literacy levels will ensure that students are more likely to access higher levels of vocabulary.</p> <p>Improving Literacy in Secondary Schoolsword-gap.pdf (oup.com.cn) https://global.oup.com/education/content/dictionaries/key-issues/wor-d-gap/?region=uk Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Projected spending</p>	<p style="text-align: right;">£18,365</p>	

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Wider strategies for current academic year

Measure	Activity	Challenge Addressed
<p>Build understanding of pupils' needs as they enter school at Y7 so that we can act early and work to close any gap as soon as possible</p>	<p>Transition programme with feeder primary schools: good information sharing with feeder primaries to understand pupils' needs before they enter Y7.</p> <p>Tailored transition programme in place to support transition of students into Y7, and to ensure good start and firm foundations at Langtree.</p>	<p>1, 2, 3, 4, 5</p>

<p>Priority 1 Ensuring PP students have the skills and cultural capital to be successful when they leave school.</p>	<p>Pupil profiles are made available for all staff to access to ensure that the pupil premium cohort remains 'visible' and 'front of mind'.</p> <p>Track attendance at extra-curricular provision and trips, as well as engagement with programmes such as the Langtree Challenge and DoE award.</p>	<p>1, 3, 4, 5</p>
<p>Priority 2 Ensure students (and parents) are aware of the importance of attending school regularly and achieving well.</p>	<p>Prioritisation of slots at parents' evenings</p> <p>Dedicated time to focus on attendance of PP cohort and shared understanding between school and parents.</p> <p>Attendance letter(s) alerting parents when attendance is below expectations Re-establishment of the PP attendance scheme. £10 voucher if attendance improves to above 90% or improves by 15% in any term. (£600)</p> <p>Increase ELSA hours to support students who EBSA.</p> <p>Target all parents with EBSA children with phone call to ensure they are aware of CAMHs webinars.</p> <p>Deliver targeted breakfast sessions for pupils.</p> <p>DfE - Improving School Attendance</p>	<p>1</p>
<p>Priority 3 Ensure we are monitoring and supporting the well-being and mental health of students as they continue to recover from the effects of the pandemic</p>	<p>Continue with annual pupil well-being survey and monitoring of needs</p> <p>Universal and targeted support provided by School Provide</p> <p>ELSA support and/or NOMAD /REACH counselling for those students we identify as being 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>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>3</p>
<p>Priority 4 Increase proportion of PP students staying in education and</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). Continue to embed destination data for all students in a timely fashion.</p> <p>Provide more careers IAG for PP students at risk of becoming NEET</p>	<p>5</p>

training after leaving Langtree		
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
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

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Monitoring and implementation

Area	Challenge	Monitoring
Teaching	Ensure that PP students make similar progress and achieve similar outcomes to their peers	Termly meetings with PP coordinator and PP governor to: <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	Conduct literacy baseline assessments to assist identification of students in need of literacy support/intervention. Tracking intervention to be offered through intervention audit and intervention strategy monitoring, to ensure PP students are prioritised when intervention is agreed. Reports and sanctions data to be tracked to monitor homework performance.

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 actions 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>
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2022-23 Langtree PP Strategy

Part B: Review of the previous academic year

Disadvantaged pupil performance overview for last academic year

Number of FSM / FSM6	9	1	Number LAC / Post LAC	0	3
Progress 8	-0.29		Attainment 8	39.6	
Percentage Grade 4+ English	69		Percentage Grade 5+ English	54	
Percentage Grade 4+ maths	46		Percentage Grade 5+ maths	15	
Percentage Grade 4+ English and maths	46		Percentage Grade 5+ English and maths	15	

Review 2022/23

Pupil premium students achieved an average attainment 8 score of 39.58 and a progress 8 score of -0.29. For the school's cohort, attainment 8 was 58.63 and progress 8 was 0.72. This data suggests that a disadvantaged student is typically achieving a grade -1 lower than their non-disadvantaged counterparts who have similar Key Stage 2 results. This gap is significant, as nationally the gap between disadvantaged and non-disadvantaged pupils was -0.38 in 2022. Clearly, therefore, this is an area that needs further development at Langtree.

The results show a direct link between the attendance of these students and their results: 4 out of 5 disadvantaged students with an attendance of over 95% achieved a positive progress 8 score, whereas only 1 of the 8 students with attendance under 95% achieved a positive progress 8 score. Disadvantaged pupil attendance averaged at 76% for the 2023 cohort compared to 92% for all pupils. Some disadvantaged students with very poor attendance had a significant impact on the overall average figure, although this impact has been suppressed in the DfE analysis.

A positive aspect of the results is that 70% of disadvantaged students achieved their English grade 4 (or better), suggesting that recent literacy interventions have had a positive impact. The disadvantaged students' average grade was 3.95. Another positive is that 7 out of 10 of the students targeted to achieve 5 or more grade 4s did so,

which will help to ensure that they have access to more courses in post-16 provision.

In terms of supporting teaching, one strength seen in lessons across the school is the development of Metacognition and Self-Scaffolding strategies in teaching. Following training for all staff (buying into the National College Training programme) and observations of classroom practice, this has been successfully embedded across subjects and year groups. The use of cross departmental resources (e.g. knowledge organisers) has also supported metacognitive development for PP students in some areas.

Another success is a shared sense of quality-first teaching. The 'putting learning first' document shared with staff has identified a range of teaching strategies that have been proven (EEF) to make an impact on PP students. Learning walks highlighted that students were given a range of opportunities within lessons to give them the opportunity to make similar rates of progress as their non-PP peers.

With the support of the Literacy Champion, another success has been the prioritization of reading throughout the curriculum, as well as the introduction of Fresh Start, an intervention programme aimed at weaker readers. We also continue to deliver Hackney Literacy Trust to students who need a boost in literacy and language skills.

Moving forwards we now need to monitor and evaluate the changes implemented last year. We need to ensure that these are still making a difference to PP students, and to tweak them in light of our evaluations. We still maintain that quality-first teaching is the best opportunity that we can offer our PP students so we need to ensure consistency in this aim.

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

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.

The school's attendance data over the last 3 years indicates that a differential of around 5% remains between disadvantaged and non-disadvantaged students. This has meant that our teaching and learning strategies and academic interventions are frequently interrupted or missed, and therefore cannot always support the improvements in progress and attainment that we are striving for. We aim to continually strengthen our processes involving the County Attendance Team and CAMHS.

We strive to close the gap between PP attendance and non PP attendance by using a range of strategies which include:

- Using the PP incentive scheme (a monetary initiative)
- Understanding the barriers to attendance and signposting the most appropriate support
- Supporting students with their education when there are medical reasons for non attendance
- Signposting parents to any CAMhs virtual sessions on supporting children with low mood, resilience or who self harm as this may have an adverse effect on attendance
- Liaising with the County Attendance Team

This list is not exhaustive or hierarchical. All children are unique and we will tailor support to the individual needs of our students.