

# 2024-2025 Pupil Premium Strategy Statement Langtree School

## School Overview

Metric	Data
School name	Langtree School
Pupils in school	620
Proportion of disadvantaged pupils	10.8%
Pupil premium allocation this academic year	£72,970
Academic year or years covered by statement	2024 - 2025
Publish date	December 2024
Review date	December 2025
Statement authorised by	Simon Bamford (Head Teacher)
Pupil Premium lead	Susannah Wood
Trustee lead	Catherine Roche

## Part A Funding and Strategy for 2024 - 2025

Detail	Amount
Estimated Pupil premium funding allocation this academic year	£72,970
Recovery premium funding allocation this academic year	£0
Estimated School-Led Tutoring Programme Funding	£0
Covid funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£72,970</b>

## 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, teaching and engagement in learning, as well as outcomes, while building strong relationships with students, 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.

## Challenges

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

Challenge	Details of challenge
1	Progress and attainment. Disadvantaged gaps in progress and attainment continue to grow (especially for PP students who have SEND and are prior low attainers). Barriers to progress and attainment remain including deficiencies in the skills that allow students to succeed in exams (independence, resilience and confidence).
2	Levels of attendance among disadvantaged groups. 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. The challenges may be medical (physical or mental) or EBSA.
3	Literacy and oracy. 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.
4	Well-being. Some students in receipt of the PPG may have low well being scores. However, last year our survey did not reflect that hypothesis. We will continue to monitor that in the well being surveys.
5	Parental engagement. Sometimes, limited parental engagement in school activities which can result in communication barriers between school and parents, including technology, and trust issues

## Intended outcomes

Intended outcome	Success criteria
Ensure academic progress - disadvantaged pupils	Disadvantaged pupils achieve a positive Progress 8 score, consistently.
Increase attendance rates - disadvantaged pupils	90%
Develop teaching practices to support disadvantaged pupils to achieve in line with their peers	Teachers and support staff are able to use and evaluate distinctive teaching approaches to engage and support disadvantaged learners.  Teachers and support staff adapt the teaching to suit the needs of the students  Where necessary teachers are able to build reasonable adjustments into the curriculum to support the teaching and learning of disadvantaged students.

Enhance parental engagement	<p>Reducing barriers to independent work, at home and in school, for disadvantaged groups.</p> <p>Improving communication between teachers and home, in particular with reference to homework</p> <p>Enrichment activities are accessed by disadvantaged groups, in the same proportion as their numbers in the school population</p>
Increase reading age	The gap between the reading ages of disadvantaged and non-disadvantaged pupils closes over their time in secondary school

### Teaching priorities for current academic year

Measure	Activity	Challenge Addressed
<p><b>Progress</b> Ensure that PP students make similar progress and achieve similar outcomes to their peers</p>	<p><b>Embed the principle of Adaptive teaching including AfL</b> In order to best support disadvantaged learners</p> <p>Provide training for staff on adaptive learning as a concept and then specific strategies that can be used including AfL using disadvantaged learners in exemplar material.</p> <p>Update the 'Putting Learning First' document to reflect adaptive teaching strategies and build these strategies into pupils profiles so that students are receiving similar intervention and support across the curriculum.</p> <p>Evaluate its effectiveness through learning walk, work scrutiny, staff and student voice.</p> <p>Develop a culture of 'metacognitive' practice.</p> <p>Develop strategies for building Independent Learners (homework) and provide the support where necessary eg homework club/homeworks making use of technology</p> <p>Reconsider the vision of 'homework' at Langtree - share this with staff and students. Evaluate how departments reflect this vision in their plans.</p> <p>Support in the role out of the 'core 4' and ensure the message is communicated with staff, students and parents and the impact of this and different programmes for disadvantaged learners.</p> <p>Communicate the 'core 4' revision strategies clearly with students and ensure time is given for students to practice these.</p> <p>Challenge the 'I don't know' response culture by training staff and students and providing visual reminders</p> <p>Investigate the benefits of 1-2-1 devices for teaching and learning and the impact of this and different programmes for disadvantaged learners</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>1. <b>Embed the principle of Adaptive teaching including AfL</b></p> <ul style="list-style-type: none"> <li>• Provide training for staff on adaptive learning as a concept and then specific strategies that can be used including AfL using disadvantaged learners in exemplar material.</li> </ul>	1

	<ul style="list-style-type: none"> <li>Update the 'Putting Learning First' document to reflect adaptive teaching strategies and build these strategies into pupils profiles so that students are receiving similar intervention and support across the curriculum.</li> <li>Evaluate its effectiveness through learning walk, work scrutiny, staff and student voice.</li> </ul> <p><b>2. Develop independent learners</b></p> <ul style="list-style-type: none"> <li>Reconsider the purpose of homework</li> <li>Consider the support for HW in HW club</li> <li>Explore effective revision techniques</li> </ul> <p><b>3. Consider benefits of 121 devices</b> for teaching and learning and the impact of this and different programmes for disadvantaged learners</p>	
Ensure staff are aware of the collective and individual needs of PP students, and the importance of supporting these students	<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. <a href="#">Eg Sec Ed: Pupil Premium: Closing the Vocabulary Gap</a></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. To continue to employ intervention teachers to support those students who are not accessing full-time education and to also support the development of writing skills at KS4</p>	1, 3
Projected spending		£35,923

### Targeted academic support for current academic year

Measure	Activity	Challenge Addressed
Run a suitable and proven programme of academic support for students who struggle with basic literacy and numeracy.	<p>Targeted intervention for underachieving students in KS4 focussing on Maths and English</p> <p>Targeted and focussed Mentoring Scheme for Year 11 students</p> <p>Review curriculum pathways for Lower Prior Attainment with students, parents and teachers at KS 4</p> <p>PP students always to be considered and, where appropriate, given priority access to any interventions or additional support, such as Hackney Literacy Trust intervention and Read, Write Inc (Fresh Start) for fluency and decoding</p> <p><a href="#">Teaching mathematics - GOV.UK (www.gov.uk)</a>  <a href="#">KS2_KS3_Maths_Guidance_2017.pdf</a>  <a href="#">(educationendowmentfoundation.org.uk)</a></p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p><a href="https://voice21.org/oracy-education-commission-report/">https://voice21.org/oracy-education-commission-report/</a></p>	1

	<a href="https://oracyeducationcommission.co.uk/oec-report/">https://oracyeducationcommission.co.uk/oec-report/</a>	
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	1
PP students complete homework and independent learning to a standard commensurate with their ability. Students experiencing	<p>Issues in completing homework to be directed to attend lunch-time or after-school homework support</p> <p>Reconsider the purpose of 'homework' at Langtree - share this with staff and students. Evaluate how departments reflect this purpose in their department plans</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. "The Case For and Against Homework" by Marzano and Pickering. "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><a href="#">Improving Literacy in Secondary Schoolsword-gap.pdf (oup.com.cn)</a> <a href="https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk">https://global.oup.com/education/content/dictionaries/key-issues/word-gap/?region=uk</a> <a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	5
Projected spending		£23,564

### Wider strategies for current academic year

Measure	Activity	Challenge Addressed
Build understanding of students' needs as they enter school at Y7 so that we can act early and work to close any gap as soon as possible	<p>Continue with the effective transition programme with feeder primary schools that includes good information sharing with feeder primaries to understand students' 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>Welcome letter to Yr 7 pupil premium parents</p>	1, 4
Ensuring PP students have the skills and cultural capital to be successful when they leave school.	<p>Review and embed systems to ensure disadvantaged pupils have a high profile in the 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>Launch wider Reading Strategy</p>	1, 3

	<p>Building independent learners (metacognition): Launch 'Core 4 Revision Strategies'</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>The provision of a rich and diverse assembly schedule that encompasses a variety of relevant and engaging topics</p>	
<p>Ensure students (and parents) are aware of the importance of attending school regularly and achieving well.</p>	<p>Attendance support programmes include:</p> <p>Meetings to identify the barriers</p> <p>Attendance letter(s) alerting parents when attendance is below expectations 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. 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>Target all parents with EBSA children with phone calls to ensure they are aware of CAMHs webinars.</p> <p>Attendance agreements</p> <p>Track attendance</p> <p>Staff training on trauma informed/SEMH approaches</p> <p><a href="#">DfE - Improving School Attendance</a></p>	2, 5
<p>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 student well-being survey and monitoring of needs with targeted follow up meetings with students who are a concern</p> <p>Universal and targeted support provided by School Provide ELSA support and/or NOMAD /REACH mentoring for those students we identify as being in need of support with their mental health or well-being.</p> <p>Provide music therapy/ Draw and Talk Therapy to students who we believe will benefit.</p> <p><a href="#">Adolescent mental health: A systematic review on the effectiveness of school-based interventions   Early Intervention Foundation (eif.org.uk)</a></p>	2, 4
<p>Increase proportion of PP students staying in education and training after 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). 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>	1
<p>Engage the support of parents of PP students</p>	<p>Priority and support given to parents of PP students when booking Parents' Evening appointments with follow up contact if they don't attend.</p> <p>Develop systematic and targeted buy-in from parents, for</p>	5

	<p>example, Year 7 Book Club, Parent Forums</p> <p>EEF - <a href="#">How Can Schools Support Parents' Engagement in their Children's Learning? Evidence from Research and Practice</a></p>	
Projected spending		£13,483

## Part B Review of the previous academic year

### Disadvantaged pupil performance overview for last academic year

Number of FSM / FSM6	12	<10	Number LAC / Post LAC	<10	<10
Progress 8 score (Disadvantaged Students)		<b>0.1</b>	Attainment 8 score		<b>41.1</b>
Percentage Grade 4+ English		<b>53</b>	Percentage Grade 5+ English		<b>40</b>
Percentage Grade 4+ maths		<b>86</b>	Percentage Grade 5+ maths		<b>47</b>
Percentage Grade 4+ English and maths		<b>53</b>	Percentage Grade 5+ English and maths		<b>40</b>

### Review 2023/2024

Pupil premium students achieved an average attainment 8 score of 41.1 which compares to an average of 56.4 for the school's whole year 11 cohort. While progress 8 data is not yet available, initial indicators suggest that there may be a gap of around 0.5 on progress measures, indicating that a pupil premium student has achieved half a grade lower than their peers who had similar KS2 SATs results. Pupil premium students were more than half a grade below the targets set by Langtree staff. While the gap between pupil premium and others has closed a bit compared to the 2022/2023 results, it is still likely to be a wider gap than the national average. In other words, Langtree should still be able to achieve better results for pupil premium students and it should continue to be a priority for the school.

Langtree's pupil premium averages are always heavily influenced by the circumstances of some individual students. In this cohort, one student had been sent to alternative provision and had a much reduced curriculum, which will significantly reduce their A8 and consequently that of the group.

66% of the free school meal pupils had an attendance rate under 90%, which is considered persistent absence. Much as in 2022/2023, this is likely to be one of the main reasons for their lower attainment, as there is significant evidence showing a link between attendance and results. The school should respond to this in two ways for future cohorts: Langtree should try to improve the attendance of these students, but also should look at ways to bridge the gap despite the low attendance rates, as sometimes circumstances will mean that raising attendance will be difficult to achieve.

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 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. The learning walks also provided evidence that staff know who their pp students are and have sat them in accessible locations to ensure that they are supported and spoken to throughout the lesson. Finally 'thinking time' was made a pedagogical priority over the course of the year and learning walks demonstrated that teachers are providing take up/reflection and quiet thinking time for students. This coupled with hands down questioning showed engagement from all learners. However, this will still be monitored as this was not seen in all classes.

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.

This year our T+L focus is on adaptive teaching therefore ensuring that we react to the needs of the students at the point of need. This has been reflected in an updated version of 'putting learning first'. We are also aware that a barrier for our PP students is the completion of homework so this year we are looking into strategies that can engage and support our PP students with their homework eg making more use of technology. 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.