Pupil premium strategy statement – [Lister Community School]

Draft - Subject to Governing Body Approval

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	1534
Proportion (%) of pupil premium eligible pupils	46.6%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	1 Year
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
Statement authorised by	Kunal Vora
Pupil premium lead	Chris Morgan
Governor / Trustee lead	Joe Seddon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£704,275
Recovery premium funding allocation this academic year	£203,540
Pupil premium (and recovery premium*) funding carried forward from previous years *(enter £0 if not applicable)* **Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.*	£0
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*	£907,815

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, receive a world class international education, make good progress and achieve high attainment across the curriculum, particularly in EBacc subjects. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Embedding great teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also to 'Close the Gaps' - not least the ones caused by the impact of the pandemic. This is integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils. Our approach will be responsive to common challenges and individual needs, rooted in robust formative/diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We also know that our students, especially those who are disadvantaged, benefit from targeted pastoral support, this is vital to many of our students' success. Our strategy acknowledges that educational outcomes are intrinsically linked to attendance, behaviour, safeguarding, positive mental health and an awareness of "life after Lister", and we promote all of these through our strategy.

Challenges

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

Challenge number	Detail of challenge
Attainment 1	KS2 and more recently our progress test series data show that our disadvantaged students arrive with significantly lower levels of attainment than our non disadvantaged students. This disparity of attainment remains throughout the assessment points within school and disadvantaged students typically leave Lister with a lower attainment than their non-disadvantaged peers.
Progress 2	Our disadvantaged students typically have a lower P8 score than their non disadvantaged peers.
Lockdown and Wellbeing 3	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings, that disadvantaged students were disproportionately affected by the lockdowns, are backed up by several national studies. This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations.
Attendance 4	Our attendance data shows that our disadvantaged students have lower attendance and higher occurrences of being late. This term (from 01/09/22 - 30/11/22) PP student attendance is 90.46% versus Non PP of 93.19%. Similarly, lateness before cut off is 2.82% for PP and only 2.49% for NonPP. From 01/09/22 - 30/11/23 23.7% of our students met the criteria for persistent absence. Of these students, 51% were disadvantaged.

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
Improved progress among disadvantaged pupils across the curriculum at the end of KS4, with a continued focus on EBacc subjects.	Disadvantaged pupils to achieve P8 score above 0. Disadvantaged students to achieve above the national average A8 for pupils. Ebacc entry for disadvantaged students to be the same as non disadvantaged students.
Improved reading ages among disadvantaged pupils across KS3.	Disadvantaged students' reading ages will improve, on average, by 13 months over a year (from October 2022 - October 2023). The gap between disadvantaged students and non

	disadvantaged students in each year group will be, on average, no more than 2 months.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2022/23 demonstrated by: - the overall attendance rate for all pupils being more than 94%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced to 1%. - The percentage of all pupils who are persistently absent being below 10% and having a smaller disparity between the scores of disadvantaged and non disadvantaged.

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: £440,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Class sizes are reduced through the recruitment and retention of a high quality staff including use of Teach First	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium." The EEF guide to pupil premium. Using Teach First helps us to recruit and retain excellent teachers	1,2,3
Develop high quality homework using Google Classroom as a consistent platform. Having The library at the heart of the school. with all students in KS3 having fortnightly library lessons and providing extended	The Education Endowment Foundation's (EEF) Teaching and Learning Toolkit evidence summary for secondary homework states: "The evidence shows that the impact of homework, on average, is five months' additional progress." The Education Endowment Foundation found that: "The quality of the task set appears to be more important than the quantity of work required from the pupil" (EEF). Evidence also suggests that how homework relates to learning during	1,2

library opening hours for students who need or want to study in the library.	normal school time is important. In the most effective examples homework was an integral part of learning, rather than an add-on. To maximise impact, it also appears to be important that students are provided with high quality feedback on their work.	
Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	2,3
Embedding formative assessment in all lessons including increased use of visualisers.	Feedback is effective when it is timely, (not too late after the task), frequent (not too scarce) and acted on (not ignored), William (2016), "the best person to mark a test is the person who just took it" Howard (2020) "visualisers are an ideal way to demonstrate improvement to task completion in realtime to maximise the impact of exposing as many students as possible to the feedback provided. Morrison, McGill (2017) "allows for a dialogue between teacher and student, gives students concise, regular feedback making it easier for them to improve their learning", Kirby (2015)	2,3
Student Support Centre	Staffing a small department that can support students who are finding mainstream teaching a challenge. The curriculum and pastoral support received supports students who otherwise may have gone on to be excluded to reintegrate with their learning and secure good outcomes. We would expect to see a reduction in FTE's and PEX over a period time.	
Learning Support and Deaf Support Departments	Both departments are staffed to provide support for our students in and outside of mainstream learning. A number of students within this provision are PP and this direct support whether that by signers or LSA's allows all students to fully participate in the curriculum offer.	

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

Budgeted cost: £254,275 + £203,540 recovery premium

Activity	Evidence that supports this approach	Challenge number(s) addressed
English HLTA to provide small group support to students. A significant proportion of the pupils who receive support will be disadvantaged.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition - | EEF (educationendowmentfoundation.org.uk) And in small groups - Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2
The library has a central location in the school. Library staff run fortnightly library lessons using Accelerated Reader and Star reading test.	Sullivan and Brown's study (2015) shows that childhood reading is linked to substantial cognitive progress between the ages of 10 and 16. Evidence from the OECD (2002) found that reading enjoyment is more important for children's educational success than their family's socio-economic status. Similarly, Clark and Rumbold (2006) argue that reading for pleasure could be one important way to help combat social exclusion and raise educational standards.	1,2
A comprehensive careers program to raise aspirations and help students refine their goals. Including one to one support, careers fairs, mentoring, talks and visits.	It is increasingly recognised that high-quality CEIAG, supported by a range of measures including tasters and mentoring, can play a key role in facilitating social mobility (Hutchinson et al, 2011)	1,2,3,4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school staff tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged,	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	1,2

including those who are high attainers.		
Holiday intervention programmes	Easter, half term and weekend intervention programmes for students who need targeted support	

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

Budgeted cost: £ *10000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Systematically working to improve poor attendance and reduce persistent absence. This includes the support of admin and pastoral staff.	The Department for Education (DfE) published research in 2016 found that: Higher overall absence leads to lower attainment at KS2 and KS4. Research suggests that using robust data tracking and monitoring and targeting pupils at high risk with support all helps to increase attendance.	4
Super learning days provide access to a wider curriculum based around: RSE,SMSC and progression. The days should also enable students to begin thinking of themselves outside of school and how they will progress in future in relation to their character and career.	There is strong evidence that promoting SMSC can contribute to raising academic standards and improving children's life chances (Banerjee 2013). It is increasingly recognised that high quality CEIAG, supported by a range of measures including tasters and mentoring, can play a key role in facilitating social mobility (Hutchinson et al, 2011).	2,3
Focus on further improving behaviour. This includes the appointment of three behaviour assistants to provide more consistent of provision and whole school training for staff around routines.	There is much research on the ramifications of poor pupil behaviour on the school learning environment. It is one of the most difficult tasks that both experienced and new teachers have to contend with in school and one of the perennial issues that affects teacher retention. The EEF suggests using simple approaches as part of a regular routine,	1,2,3

Total budgeted cost: £ *[*907,815*]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

June 2022 - Key Stage 4 Summary of Provisional Data - Data to be published in 2022 performance measures:

Number of disadvantaged pupils in the Progress 8 score 130

Progress 8 score for disadvantaged pupils 0.11

Progress 8 score for disadvantaged - English element 0.19

Progress 8 score for disadvantaged - maths element 0.23

Progress 8 score for disadvantaged - Ebacc element 0.10

Progress 8 score for disadvantaged - open element -0.01

Average Attainment 8 score per disadvantaged pupil 48.09

% of disadvantaged pupils entering the English Baccalaureate 61.31%

Average EBacc APS score per disadvantaged pupil 4.34

% of disadvantaged pupils achieving grade 5 or above in English and maths 49.64%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
MyTutor	MyTutor – A registered provider through the NTP Programme. (3:1 & 1:1 Tutoring)
Access Project	A tutoring programme targeting our scholars.
In Your Corner	In Your Corner - High quality group interventions that combine non-contact boxing with evidence-based ideas from psychological intervention, delivered flexibly to improve emotional wellbeing.
Debate Mate	After school debate programmes.
Various Sports Programmes	Greenhouse Sports – Tennis Coaching

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.