

Pupil premium strategy statement 2023-2024

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Longdendale High School
Number of pupils in school	802
Proportion (%) of pupil premium eligible pupils	31.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	Dec 2023
Date on which it will be reviewed	Termly review with a final review in Dec 2024
Statement authorised by	Executive Headteacher: Melanie Wicks Headteacher: Andrea Jones
Pupil premium lead	Deputy Headteacher Sally Ayre
Governor / Trustee lead	Helen Lord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£261,338
Recovery premium funding allocation this academic year	£69,966
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) *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	£331,304



If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year

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Part A: Pupil premium strategy plan 2021-2024

Statement of intent

As part of the Stamford Park Trust, Longdendale High School has a vision of 'excellence and ambition for all'. Through excellence in education we are an inclusive community, that embraces choice, opens doors and creates opportunities. With kindness and collaboration, we empower everyone to be the best version of themselves. We are confident, curious and creative individuals who contribute positively to our community.

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve well across the curriculum.

Developing provision within the classroom (curriculum structure and planning, planning for learning, assessment and responsive teaching) for students is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This will benefit all students, including disadvantaged students and is proven to have the greatest impact on closing the disadvantage attainment gap.

The strategy has the following overarching objectives:

- High quality provision within the classroom closes attainment gaps for disadvantaged students with a particular focus on maths and science.
- Students implement effective approaches to independent study and homework by developing a greater understanding of metacognitive skills linked to the VESPA mindset model of vision, effort, systems, practice and attitude.
- Students are set appropriate and challenging homework tasks and all students complete homework tasks set.
- Parental engagement and attendance to parents' evenings for disadvantaged students is increased to support students in all aspects of school.
- Disadvantaged students attend school and are no more likely to be suspended than non-disadvantaged students.
- Students standards of, and passion for, reading and writing improve.
- All students, including disadvantaged, participate in a range of different experiences to improve their knowledge and understanding of the world in which they live, to prepare them for their future.

Challenges

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

Challenge number	Detail of challenge
1	Reduced knowledge retention for boys, linked to students being self-regulated learners making effective use of metacognitive skills to develop the knowledge in their long-term memory.
2	Lower engagement in class and homework.
3	Reduced access to technology and curricular materials to support with independent study and homework.
4	Lower attendance of parents to events including parents evenings and information and guidance meetings, and reduced awareness of and actions linked to information communicated from school.
5	Lower attendance rates for students eligible for PP than their non-PP peers.
6	Reduced literacy levels.
7	Reduced access to / engagement with enrichment opportunities e.g. extra-curricular clubs / activities and visits.
8	Lower emotional regulation.
9	Lower achievement for disadvantaged students with SEND.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (2023-24)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Improved attainment and progress among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths and science.	2024 KS4 outcomes demonstrate that disadvantaged students achieve in line with all students and in line with national average for disadvantaged students in all key measures including basics.

	<p>No teaching less than good and Rosenshine’s Principles are fully embedded within lesson planning and delivery.</p>
<p>2. Improved independent learning and study skills for all students, including disadvantaged, across all subjects with a particular focus on metacognitive approaches.</p>	<p>2024 outcomes for all students demonstrate that disadvantaged students achieve in line with their disadvantaged peers across all subjects.</p> <p>Teacher reports, attitude to learning grades and lesson drop-ins demonstrate that disadvantaged students are focused and motivated to learn. This finding is supported by increased active participation in learning including homework.</p> <p>The VESPA mindset model is embedded within school culture.</p> <p>Students in Years 10 and 11 develop a range of strategies linked to the VESPA model to help them effectively manage their learning. Revision strategies and study skills are embedded with all students in school.</p>
<p>3. All students, including disadvantaged, have their technological barrier removed.</p>	<p>All students have access to a suitable device and internet connection to complete their school studies, to ensure they make expected progress.</p>
<p>4. Parents of disadvantaged students attend school events and are aware of current information communicated from school.</p>	<p>By 2024-25 disadvantaged parents engage in parents’ evenings and school events in line with parents of non-disadvantaged students.</p> <p>Parents wider engagement with school is evidenced through school communication information (e.g. School Comms; positive parent voice; engagement with Class Charts).</p>
<p>5. Disadvantaged students attend school in line with their non-disadvantaged peers.</p>	<p>Reduction in disadvantaged persistently absent and increased attendance figures to be at least in line with national average for non-disadvantaged students.</p>
<p>6. Improve reading for all students by the end of Key Stage 3.</p>	<p>By 2024-25, at least 80% of Year 9 to have a reading age within or above the average</p>

	<p>band for their chronological age (stanine 4 or higher).</p> <p>Reduction in the number of disadvantaged students requiring literacy interventions.</p> <p>All students engaging with reading books on a weekly basis (3x per week minimum).</p>
7. Disadvantaged student's participation rate in enrichment and leadership opportunities increases.	<p>More disadvantaged students engage in academic revision, cultural experiences, reward trips and educational visits and student leadership opportunities so that they have a knowledge of the world around them to develop their character and curiosity.</p> <p>Financial barriers to participation removed.</p>
8. Behaviour and attitudes improve so that disadvantaged students are less likely to be suspended from school compared to non-disadvantaged.	<p>Fewer incidents of poor behaviour choices.</p> <p>Reduction in the number of internal exclusions and suspensions from school.</p> <p>Increased rewards and achievement points.</p>
9. Disadvantaged students who are also SEND to receive the correct level of personalised support to enable their needs to be met.	<p>Bespoke interventions and support in place and lead to improved engagement and achievement in all year groups as evidenced in progress data, attendance and behaviour data.</p>

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: £111,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improved attainment and progress among disadvantaged students, particularly boys, across the curriculum at the end of KS4, with a particular focus on maths and science.</p>	<p>EEF: High quality teaching is the best approach at improving outcomes for disadvantaged students.</p> <p>https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</p> <p>Rosenshine's Principles of Learning</p>	<p>1, 2, 9</p>

<p>Embed instructional coaching across the school to aid pedagogical development of all teachers. £1836 for StepLab coaching platform and associated CPD.</p> <p>Develop practice within the classroom using a focus on Walkthru clusters and technique. £1200 for Walkthru subscription, books and associated CPD.</p> <p>Maths mastery approach embedded across KS3 – development into Year 9 in 2023-24. £288 for CPD and resources to develop teaching.</p> <p>Science ARK mastery approach embedded across KS3. £5330 for CPD and resources to develop teaching.</p> <p>15% of curriculum leaders Teaching and Learning Responsibilities to focus on curriculum intent, implementation, and interventions, with quality assurance of the impact of this on disadvantaged students £45569.50</p> <p>An additional science Teaching and Learning Responsibility (TLR) created to improve expertise and capacity within the science curriculum leadership team to focus on the curriculum intent, implementation and impact on KS4 disadvantaged students as well as developing whole school enrichment opportunities linked to STEM (science, technology, engineering and maths) to benefit all students including disadvantaged. £7256</p> <p>An additional maths whole school Teaching and Learning Responsibility (TLR) has been created for whole school numeracy to ensure that different curriculum areas approach the teaching of numeracy with the same techniques and all linked to the same progression map for numeracy, to develop the numeracy skills of all</p>	<p>https://teacherofsci.com/principles-of-instruction/</p> <p>Walkthru Instructional Coaching Model https://www.walkthrus.co.uk/blog-1/ethic-of-excellence</p> <p>Steplab Instructional Coaching Steplab - A professional development platform for schools</p> <p>White Rose Maths Secondary school maths resources White Rose Maths (whiteroseeducation.com)</p> <p>EEF Improving Secondary Science https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4</p> <p>Science Ark mastery approach Science Mastery Secondary (arkcurriculumplus.org.uk)</p> <p>EEF: Feedback https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>EEF: Coherently planned curriculum ensures confidence and effective implementation. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p> <p>Oxford School Improvement: Make regular use of data to identify all children who are at risk of underachievement and specifically focus on the progress of students entitled to the Pupil Premium.</p>	
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<p>students including disadvantaged. £5125</p> <p>An additional English Teaching and Learning Responsibility (TLR) created to develop reading and writing within the English curriculum, including improved sequencing from KS2 to KS3 £5125</p> <p>CPD for curriculum leaders to develop their knowledge and skills in the form of subject association memberships, network opportunities and CPD from Specialist Leaders of Education to £6500</p> <p>Appointed maths HLTA 2023-24 to provided targeted intervention for students within lessons £28,827</p> <p>Class Charts purchased to promote an ethos of independent learning and study in relation to homework. £925 annual subscription</p> <p>SISRA subscription in place to allow enhanced data analysis by curriculum leaders to inform strategic improvement planning and targeted interventions. £3335</p> <p>Online learning platform subscriptions to support students in maths and science with independent study skills. £4000</p>	<p>https://www.brighton-hove.gov.uk/sites/default/files/migrate/article/inline/Oxford%20School%20improvement-%20The%20Pupil%20Premium%2C%20making%20it%20work%20for%20your%20school.pdf</p> <p>Using digital technology to improve learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p> <p>EEF PP</p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</p> <p>EEF teaching and learning toolkit</p> <p>Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)</p>	
<p>Improved independent learning and study skills among disadvantaged students across all subjects with a particular focus on metacognitive approaches.</p> <p>VESPA programme in tutor time to support students at KS4 with exam preparation £850</p>	<p>VESPA mindset research</p> <p>https://www.vespa.academy/research.html</p> <p>Disadvantaged and remote learning</p> <p>https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning</p> <p>Metacognition</p>	<p>1, 2</p>

<p>Revision cycle to provide a structure for teachers and students to focus on in lessons and for homework.</p> <p>Resources to support students with independent study (revision books and stationary materials) £300</p> <p>Parent information and support around revision shared at KS4 Parent Information Evenings in September and Year 11 Information and Guidance (IAG) evening in November.</p>	<p>https://www.sec-ed.co.uk/news/how-to-unlock-the-learning-potential-of-metacognition/</p> <p>EEF Metacognition https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</p> <p>About Us — The Learning Scientists</p>	
<p>All disadvantaged students to have their technological barrier removed.</p> <p>Sourcing of laptops for students to use,</p> <p>Quality assurance activities establish students in need of a device to borrow and then to highlight to these students and their parents that devices are available to loan from the school office, or through the Aspire Centre to use during the school day.</p>	<p>Digital divide https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on</p> <p>Class Charts homework tool https://pages.classcharts.com/homework/</p>	3
<p>Reading ages for all disadvantaged students are at least in line with their chronological reading age by the end of KS3.</p> <p>CPD for literacy leader to further develop school strategy to develop the literacy of all students, including disadvantaged. £1500</p> <p>Tutor reading curriculum in place 3 days a week for students in Years 7-10. Non-fiction books purchased to further develop the tutor time reading strategy £1772</p> <p>NGRT reading assessments purchased, staff trained, and assessments completed to provide accurate and detailed information about each</p>	<p>UCL: Good literacy skills are crucial to closing the attainment gap. https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use</p> <p>Literacy Trust: Improving boys reading through technology https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/</p> <p>Improving boy's literacy https://files.eric.ed.gov/fulltext/ED611337.pdf</p> <p>Closing the gap</p>	6

<p>individual students reading ability, to inform interventions. £2762.</p> <p>CPD for staff on student reading information and how to use this to plan effectively for students learning in lessons.</p> <p>Appointed literacy HLTA 2023-24 to support with students learning in English lessons £28,827</p>	<p>https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</p> <p>EEF: Literacy in secondary schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
<p>The progress and attainment gap between disadvantaged SEND and non-disadvantaged SEND students improves across the curriculum.</p> <p>Effective deployment and use of teaching assistants to support disadvantaged SEND students where additional support is needed.</p> <p>CPD for all staff on adaptive practice including assistive technology, with quality assurance of practice in lessons.</p> <p>A weekly mentoring programme from the teaching assistants is in place for disadvantaged SEND students where additional support is needed.</p> <p>Bespoke interventions in place for literacy and maths (facilitated by the HLTAs) for identified disadvantaged SEND students.</p>	<p>EEF: Effective use of teaching assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	9

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

Budgeted cost: £105,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths and science.</p> <p>SISRA subscription in place to allow enhanced data analysis by curriculum leaders to inform strategic improvement planning and targeted interventions. £3335</p> <p>English, maths, science and geography interventions in place for Year 11 students in tutor time.</p> <p>Raising achievement meetings to take place between the Heads of Department of English, maths and science to evaluate interventions and alter intervention cohorts of students.</p> <p>Targeted support in place for students through support from the maths HLTA throughout the school day and through intervention sessions in the school holidays facilitated by teachers. £34964</p> <p>Brilliant club scholars programme in place to provide further challenge for high prior attaining students £2646</p>	<p>EEF: Approach to Intervention. Small groups or 1-2-1 support works best to improve outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</p> <p>Catch-up education must not be one off intervention https://www.nuffieldfoundation.org/news/catch-up-education-for-disadvantaged-pupils-must-not-be-a-one-off-intervention</p> <p>Targeted interventions for pupil premium https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</p> <p>Brilliant Club Scholars Programme for high prior attaining students The Scholars Programme - The Brilliant Club</p> <p>Effective use of Teaching Assistants https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>1, 2, 6</p>
<p>Reading ages for all disadvantaged students are at least in line with their chronological reading age by the end of KS3.</p> <p>CPD for literacy leader (write to succeed) to further develop school strategy to develop the</p>	<p>UCL: Good literacy skills are crucial to closing the attainment gap. https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use</p> <p>Literacy Trust: Improving boys reading through technology</p>	<p>6</p>

<p>literacy of all students, including disadvantaged. £1500</p> <p>NGRT reading assessments purchased, staff trained, and assessments completed to provide accurate and detailed information about each individual students reading ability, to inform interventions. £2762</p> <p>Ruth Miskin Fresh Start (phonics intervention) curriculum used to develop students reading, with training for key staff and interventions for identified students £1620</p> <p>Appointed literacy HLTA 2023-24 to support with intervention and deliver the Ruth Miskin curriculum to students. £28,827</p>	<p>https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/</p> <p>Improving boy's literacy https://files.eric.ed.gov/fulltext/ED611337.pdf</p> <p>Closing the gap https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</p> <p>EEF: Literacy in Secondary Schools https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £115,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All parents of disadvantaged students positively engage with school.</p> <p>Welcome to the year newsletters shared with the parents identifying key dates and information linked to each specific year group.</p> <p>Class charts information (including log in details) sent to parents each term, with engagement of parents monitored and</p>	<p>Parental involvement is key to child's success https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success</p> <p>Leading Parent Partnership Award (LPPA) https://www.awardplace.co.uk/award/lppa</p> <p>EEF: parental engagement https://educationendowmentfoundat</p>	<p>4</p>

<p>follow up to ensure all parents are accessing this information portal.</p> <p>All staff to focus on making regular phone calls to disadvantaged parents to identify positive behaviours from students to build relationships between school and home.</p> <p>Use of School Cloud, to encourage attendance by providing an efficient and accessible way of booking appointments. Events such as Year 9 IAG and the Year 10 Parent Information Evening conducted online to support parental engagement. £1089</p> <p>Attendance of parents to parents evenings to be improved through early communication (via text and email) and follow up with parents through phone calls if appointments have not been booked.</p> <p>After each parents event, the Head of Year to identify parents that have not attended the event and form tutors then make contact with these parents from a supportive perspective to identify how we can further support students and families (why did they not attend, how can we help to support parents to attend in future, is there anything additional we can do to support with the student in school).</p> <p>Improved parental communication through the purchase of School Comms £3425 annual subscription.</p>	<p>evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF – working with parents to support students learning Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	
<p>Disadvantaged students attend school in line with their non-disadvantaged peers.</p> <p>Appointment of new attendance and family liaison officer to support families</p>	<p>NFER Being Present: The power of attendance and stability for disadvantaged pupils https://www.nfer.ac.uk/being-present-the-power-of-attendance-</p>	<p>4, 5</p>

<p>with getting students into school. £31,920</p> <p>2 members of staff trained in EBSA (emotionally based school avoidance) to ensure appropriate support is in place for students. This support can be virtual with the intention of getting students back into school. £500</p> <p>Students with low attendance to be provided with structured support in accordance with the attendance policy. Close working relationship between parents and school attendance team.</p> <p>Support from the Tameside Educational Welfare officer to support students attendance to school. £2800</p> <p>PowerBI developed and used as a data analysis tool for school leaders to compare and analyse data. LHS attendance spreadsheet systems (updated daily) used by Assistant Headteachers, Heads of Year and form tutors to define key actions for groups of and individual students.</p> <p>From September 2023 LHS part of the DFE Attendance Hub programme to support with sharing of best practice and partnerships.</p> <p>15% of Inclusion Leaders Teaching and Learning Responsibilities to focus on analysis of data and organising / delivering interventions and then quality assuring the impact of this on disadvantaged students £35868</p> <p>Intervention groups of students at risk of falling attendance are mentored by Heads of Year.</p>	<p>and-stability-for-disadvantaged-pupils/</p> <p>Public First – listening to and learning from parents in the attendance crisis</p> <p>ATTENDANCE-REPORT-V02.pdf (publicfirst.co.uk)</p>	
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<p>Students at risk of low attendance have an individualised attendance monitoring plan.</p> <p>Assemblies used to celebrate and focus on attendance. Attendance is part of our whole school approach to rewards.</p>		
<p>Disadvantaged student's participation rate increases to enrichment opportunities.</p> <p>Opportunities linked to GM higher (often funded) to have a disadvantaged focus to improve participation levels of students and to develop a wider experience of the world for students (cultural capital).</p> <p>In school events / after school clubs to advertised to students through an enrichment fair for Year 7 and 8 students, and attendance to be monitored through Class Charts, allowing strategic actions for disadvantaged students to be identified. Class Charts £925</p> <p>Students in Year 7 and 8 to all take part in an enrichment pledge focus, with badges awarded for certain levels of participation. Quality assured by form tutors and additional opportunities built in for students where needed to allow all students to be able to be successful in the pledge.</p> <p>Increased participation rates on reward trips and educational visits to be encouraged through a clear financial statement on letters about trips and visits, with a named contact for any concerns in school to discuss support. £1000</p>	<p>Sutton Trust: Subject to background http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</p> <p>EEF: Enrichment Extending learning beyond traditional academic priorities, including careers education, and participation in the arts and sports. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>Who has missed out on extra-curricular during lockdown https://livemore.yha.org.uk/education/who-has-missed-out-on-extracurricular-and-enrichment-over-lock-down</p> <p>Raising Aspiration https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</p> <p>GM higher Parents & Carers - GM Higher</p>	<p>7 and 2</p>

<p>Theatre visits organised by the drama department include all DA students in the eligible cohort.</p> <p>Trust Excellence and Ambition Academy provides all students with visits to Ashton Sixth Form College (ASFC) on an annual basis and additional opportunities for identified KS4 student to visit the college for specific events linked to identified curriculum areas (Year 10 students through the ASFC XL programme where events are hosted throughout the year for high prior attaining students).</p> <p>Duke of Edinburgh scheme developed for Year 9 students to provide an additional enrichment opportunity. Funded places available for identified students. £1000</p> <p>Forest school curriculum for identified KS3 students to develop their communication and interaction with their peers, as well as provide leadership opportunities for students as Forest School Champions. CPD for teaching assistant to deliver forest school. £10,000</p>		
<p>Disadvantaged students are less likely to be suspended from school.</p> <p>One additional pastoral support worker employed to support students in year groups and reflect base, which has been moved to support more focused intervention. Reflection on behaviour and strategies to prevent repeats £30,363</p> <p>Pastoral Support Workers have an identified cohort of students who have a</p>	<p>EEF: Wider Strategies of support for disadvantaged students. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>Improving behaviour: Class Charts https://www.teachertoolkit.co.uk/2017/05/09/classcharts-3/</p> <p>Young Carers Programmes:</p>	<p>8 and 2</p>

<p>weekly mentoring sessions to set targets and review progress towards them.</p> <p>Platform purchased to enable leaders to collate and track the impact of interventions.</p> <p>Focused reintegration meetings following suspensions to review a students Individual Behaviour Plan and reflect on and adapt support strategies in place.</p> <p>Where needs are identified, parents offered an Early Health Assessment (EHA), this can be done in conjunction with the Local Authority.</p> <p>Support for students joining LHS as in year transfers (after September) includes induction meetings with Assistant Headteachers. Information is then shared with the SEND team, Head of Year and safeguarding lead where relevant. Students are met by an Assistant Headteacher on their first day in school to ensure a smooth start at LHS. After the transfer the Head of Year will analyse data in school each day and ensure students are given additional support where needed. Form tutors will also ensure regular check ins with students. For students needing additional support where needs are identified supported integration through the schools inclusion team and aspire centre. SEND testing in place for students to determine personalised support available.</p> <p>Young carers have a package of support (half termly meetings and personalised support from identified staff member) to support their needs.</p> <p>PASS survey to be completed by identified students to determine further ways to support students and personalise provision to improve</p>	<p>https://carers.org/how-your-school-can-support-young-carers/young-carers-in-schools</p> <p>EEF: Wider Strategies of support for disadvantaged students. https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</p> <p>EEF: Behaviour Interventions. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p> <p>GL assessments https://www.gl-assessment.co.uk/assessments/pa/ss/</p>	
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engagement of students with school. £220		
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Total budgeted cost: £331,304

Part B: Review of outcomes in the previous academic year 2022-23

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

Aim	Outcome
<p>1. Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths and science.</p>	<p>Students in the class of 2023 benefited from a range of developments and support across the curriculum areas. Students also benefited from targeted support through tutoring programmes (provided in person by school staff and online tutoring through the National Tutoring Programme), targeted intervention within lessons and within the aspire centre from our in-school maths tutor, and tutor time revision sessions linked to English, maths and science.</p> <p>For the class of 2023 –</p> <ul style="list-style-type: none"> • From 2019 to 2023 outcomes improved in maths at the 4+ level by 9%. • From 2019 to 2023 outcomes improved in combined science at the 4+ level by 14%. • In 2023 the PP gap for English and maths 4+ narrowed from 2019 (pre covid 19) by 19% and the gap at 5+ narrowed by 28% from 2019.
<p>2. Improved independent learning and study skills among disadvantaged students across all subjects with a particular focus on metacognitive approaches.</p>	<p>The introduction of the Class Charts platform has supported greater communication and consistency around the completion of homework:</p> <ul style="list-style-type: none"> • 77% of parents are satisfied with the quality of homework. • 80% of parents are satisfied with the range of activities set for homework. • 92% of students are happy with the homework set on Class Charts in terms of regularity and the improvements it is making to their learning. <p>(June 2023)</p> <p>Study skills have been further developed through introducing knowledge organisers to the curriculum. Students in all year groups used these to develop revision skills. For all exam periods students have been provided with a revision guide written by curriculum leaders so it is clear what students need to focus on for each exam.</p> <p>High prior attaining Year 11 disadvantaged students participated in revision technique sessions delivered by an external company.</p>

	<p>A programme of masterclasses were organised for Year 11 disadvantaged students during tutor time, to further support the development of a secure long-term memory of powerful knowledge.</p> <p>KS4 students were trained in the VESPA (vision, effort, systems, practice and attitude) mindset model of study skills during tutor time to help them prepare for exam periods.</p> <p><u>2023 outcomes</u></p> <ul style="list-style-type: none"> • English language 4+ was above the national figure, 5+ was in line with the national figure. • English literature 4+ and 5+ results were in line with/ within 1% of national figures. • Maths 4+ was above the national figure. • Biology 4+ and 5+ were above national figures and within / slightly above target grade ranges. Chemistry 4+ was within the target grade range. Physics 4+ was above the national figure and target grade range. • Business outcomes were in line with or above national figures at all levels. • Drama outcomes are above national figures and target grade ranges. • Music outcomes are within / above target grade ranges. • Sport outcomes improved at all levels from 2019 to 2023.
<p>3. All disadvantaged students to have their technological barrier removed.</p>	<p>All students are able to receive a laptop or device if they haven't got access to a suitable device at home. This supports a greater submission of homework as we use a range of online resources to support home learning. Over 100 devices were given out during COVID-19 to support students with their learning. In the past academic year 11 laptops were loaned for students to use as a device at home.</p>
<p>4. All parents of disadvantaged students positively engage with school.</p>	<p>We have further enhanced our parental communication using a variety of different methods to engage our parents of disadvantaged students with school.</p> <ul style="list-style-type: none"> • We use the School Cloud booking system for parent events to allow parents to make appointments using an app. • To ensure all parents have booked appointments for events, Heads of Year, form tutors and the office staff have a system of texts and phone calls to ensure appointments are made. • The inclusion team offer one to one additional parent meetings virtually or face to face for disadvantaged students with special educational needs. • We hold some parent events virtually to enhance parental access to events such as information evenings.

	<ul style="list-style-type: none"> • A tracking system has been implemented to track attendance at parents evening and whole school events. • 81.4% of KS4 students parents attended our parent events in 2022-23.
<p>5. Disadvantaged students attend school in line with their non-disadvantaged peers.</p>	<p>In order to improve the analysis of attendance we developed our attendance tracking systems and employed a new attendance and family liaison officer, as well as accessing the local authority EWO (educational welfare officer) service to support improvements in students attendance.</p> <p>Form tutors make contact with parents/carers if a child is absent.</p> <p>Heads of Year analyse the attendance data for their year groups to determine strategic actions and intervention cohorts of students.</p> <p>In 2022-23 the attendance of disadvantaged students was +2.7% higher than the national figure for disadvantaged students attendance (source - FFT).</p> <p>Whilst there have been improvements in the attendance of disadvantaged students, and this remains above the relevant published national data for comparable cohorts, disadvantaged students' attendance remains a key priority.</p>
<p>6. Improve literacy and comprehension for all students by the end of Key Stage 3.</p>	<p>A literacy recovery curriculum was put in place post-covid to close gaps and accelerate progress.</p> <p>To support the improvements to literacy a form time reading programme was implemented as part of our reading for betterment programme.</p> <p>Investment was made in the library environment and in new books.</p> <p>NRGT testing was completed to determine the reading age of all KS3 students, and this then informed cohorts of students for bespoke intervention packages for phonics, comprehension and reading fluency.</p> <p>Identified staff received training to deliver specific literacy interventions, in particular Ruth Miskin Phonics Programme.</p> <p>Annual reading age testing has shown a decrease in the number of students with a reading age significantly below their chronological age and therefore requiring intervention. For example, in Year 7 September 2022 there were 16 disadvantaged students with a</p>

	<p>reading age below their chronological age and in September 2023 (students now in Year 8), this number has reduced to 8.</p> <p>September 2022: 25.6% of disadvantaged KS3 cohort required reading intervention.</p> <p>September 2023: 15.7% of the same disadvantaged cohort require reading intervention, showing a decrease of nearly 10%.</p>																				
<p>7. Disadvantaged student's participation rate increases to enrichment opportunities.</p>	<p>Through student voice, all students indicated they had participated in at least one cultural capital or enrichment event such as careers trips, theatre experiences, sporting events, University visits, fieldwork, enrichment week workshops, tutor group team sporting events, as well as aspiration days in school, guest speaker events, work experience placements and student leadership opportunities.</p> <table border="1" data-bbox="475 880 1417 1373"> <thead> <tr> <th rowspan="2">Year group</th> <th colspan="2">Attendance to external visits (number of students)</th> </tr> <tr> <th>DA</th> <th>Non-DA</th> </tr> </thead> <tbody> <tr> <td>7</td> <td>53</td> <td>210</td> </tr> <tr> <td>8</td> <td>54</td> <td>233</td> </tr> <tr> <td>9</td> <td>50</td> <td>199</td> </tr> <tr> <td>10</td> <td>34</td> <td>237</td> </tr> <tr> <td>11</td> <td>36</td> <td>270</td> </tr> </tbody> </table> <p>The enrichment clubs with the highest participation levels were sports, comic club, the APT production, eco club, debate club, science club, and the politics project.</p>	Year group	Attendance to external visits (number of students)		DA	Non-DA	7	53	210	8	54	233	9	50	199	10	34	237	11	36	270
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<p>8. Behaviour and attitudes improve so that disadvantaged students are less likely to be suspended from school compared to non-disadvantaged.</p>	<p>A programme of mentoring took place with tutors of disadvantaged students to support more positive behaviour choices. Within this, tutors discuss and identify inclusion barriers to learning and put additional support in place for their tutees. This has demonstrated positive impact with the behaviour of students and has also supported an improvement in the attitude to learning within school across the range of subject areas.</p> <p>Pastoral Support Workers have provided personalised support and interventions for students and all opportunities are taken to review students Individual Behaviour Plans and support available.</p>																				

	<p>Our Ofsted inspection in February 2023 moved our grading for behaviour and attitudes from inadequate to good.</p> <p><i>'Leaders have raised their expectations of pupils' behaviour. Older pupils and staff reported that behaviour is better than in the past. Pupils behave well in lessons and during social times.'</i></p> <p>Inclusion data for 2022-23 -</p> <ul style="list-style-type: none"> • 91% of students say behaviour in their lessons is good (Nov 2022). • 89% of students say that behaviour of pupils around school is good (Nov 2022). • 94% of teachers said that behaviour in their lessons is good (May 2023). • 93% of teachers said that the vast majority of students behave respectfully at unstructured times in the day (May 2023). • 26% reduction in incidents of whole school low-level disruption and defiance respectively throughout 2022/23, compared to the previous academic year 2021/22. • 0.026% of DA students in receipt of a suspension in 2022/23. • 28% increase in the number of achievement points being awarded to students in 2022/23.
<p>9. Disadvantaged students who are also SEND to receive the correct level of pastoral support to enable their needs to be met.</p>	<p>When comparing the outcomes for SEND students in 2023 with those from 2019 some improvements are demonstrated as a result of personalised adaptations and targeted interventions in place for students.</p> <ul style="list-style-type: none"> • For EHCP students, average attainment 8 improved by 10.92 and the average attainment 8 grade improved by 1.09 • SEND students achieving a 9-4 in maths improved by 6.4% <p>There was an increased capacity of pastoral support workers to support inclusion interventions.</p> <p>The Aspire Centre manager supported disadvantaged students accessing SEND provision in the Aspire Centre.</p> <p>Mentoring support was in place for identified DA/ SEND students to support with any barriers to learning that students were experiencing.</p> <p>A maths tutor delivered 1:2:1 tutoring sessions for students.</p> <p>The National Tutoring Programme was used to provide some 1:2:1 tutoring sessions for identified students.</p>

	A software packaged was purchased to track interventions that were in place and their impact.
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Externally provided programmes

Programme	Provider
National Tutoring Programme	My Tutor
Brilliant Tutoring Programme	Brilliant Club

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
<p>How did you spend your service pupil premium allocation last academic year?</p> <ul style="list-style-type: none"> • Individual mentoring programme from the Pastoral Support Workers. • Mental health and wellbeing support and counselling provided. 	<p>Service premium students received a mentor who they met to support them with well-being and academic support as appropriate, to ensure they accessed and engaged with the full curriculum.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>Service premium students 22/23</p> <p>2 in Year 7</p> <ul style="list-style-type: none"> • Attendance 86.5% and 100% • Achievement points 675 and 516 • Behaviour points 12 and 31 • Both accessing a full timetable and curriculum <p>2 in Year 9</p> <ul style="list-style-type: none"> • Attendance is 87.3% and 74.4% • Achievement points 458 and 195 • Both accessing a full timetable and curriculum <p>Service premium students 23/24</p> <p>2 in Year 8</p> <p>2 in Year 10</p>