

# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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.

Our Pupil Premium strategy statement is a rolling plan that is updated annually.

## School overview

Detail	
School name	Ada Lovelace CE High School
Number of pupils in school	960
Proportion (%) of pupil premium eligible pupils	22.1%
Academic year that our current pupil premium strategy plan covers	2023-2024
Date this statement was published	September 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Alice Hudson CEO
Pupil premium leads	Ronnie Halton (Deputy Head) Sharon Moody Assistant Head
Governor lead (Chair of Governors)	Emma Harniman

## Funding overview

Detail	Amount
Estimated Pupil premium funding allocation this academic year	£190,440
Recovery premium funding allocation this academic year	£57,132
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£247572</b>

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

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, 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.

High-quality 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 integral to wider school plans for education recovery, notably in its targeted support through additional school-led tutoring for pupils whose education has been worst affected, including non-disadvantaged pupils. The focus for 2022-2023 was on developing literacy skills, most notably the improvement in reading comprehension and English Language school-led tuition for students in Years 7 – 11. This year we will focus on embedding and sustaining the gains made in reading comprehension as well as developing writing and oracy through cross curricular consistent approaches. We will deliver a targeted raising achievement plan in Year 11 for our most vulnerable students and for those most in need of academic support.

Our approach will be responsive to common challenges and individual needs, rooted in robust 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 are set
- act early to intervene at the point need is identified
- modify assessment systems to ensure maximum value is obtained by all stakeholders
- establish a system of diagnostic testing in relation to reading comprehension
- develop a cross-curricular approach to improving writing
- develop a robust approach to CIAG to ensure that disadvantaged students are supported to make aspiration decisions regarding their next steps

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

# Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The barriers and challenges disadvantaged pupils face at Ada Lovelace are complex and varied – there is no single difficulty faced by all.

Challenge number	Detail of challenge
1	<p><b>Attendance and punctuality issues</b></p> <p><i>Our aim is for all students to have at least 96% attendance and punctuality rates of at least 98%. Where students fall below this, including disadvantaged students, the school has robust systems of monitoring and intervention to support and improve attendance.</i></p> <p><i>In the 2020-2021 academic year pupil premium student attendance rates (for Years 7-9) was 95.7%, and the non-pupil premium student attendance rates was 96.7%.</i></p> <p><i>In the 2021-2022 academic year pupil premium student attendance rates (for Years 7-10) was 94.06%, and the non-pupil premium student attendance rates was 94.90%.</i></p> <p><i>In terms of punctuality, in 2020-21 pupil premium students had a 98.4% punctuality rate, and non-pupil premium student punctuality was 99.2%. In 2021-22 pupil premium students had a 97.71% punctuality rate, and non-pupil premium student punctuality was 98.83%.</i></p>
2	<p><b>Low levels of literacy and numeracy</b></p> <p><i>The school recognises that strong levels of literacy and numeracy are vital for students' development across the curriculum. We also recognise that students who join the school with a reading age below 10 face a particular challenge in accessing the school curriculum. We also recognise that disadvantaged students are likely to join us in Year 7 with lower rates of literacy than their peers.</i></p> <p><i>For example, in the 2020-2021 academic year, Year 7 and 8 had 23.91% of students assessed with a reading age below 10 when they joined the school at the start of Year 7. For pupil premium students, 38.2% had a reading age below 10. For non-pupil premium students 19.6% had a reading age below 10.</i></p> <p><i>For example, in the 2021-2022 academic year, Year 7 and 8 had 18.95% of students assessed with a reading age below 10 when they joined the school at the start of Year 7. For pupil premium students, 30.1% had a reading age below 10. For non-pupil premium students 15.73% had a reading age below 10.</i></p>
3	<p><b>Lack of engagement with their learning in school</b></p> <p><i>The school recognises the importance of students' engagement and enjoyment with their learning. We recognise too that a lack of engagement of students in lessons is likely to impact their progress.</i></p> <p><i>The school has a whole-school system of rewards and sanctions. We monitor positive engagement of students through a system of conduct points which allows us to track positive engagement in lessons (and extra-curricular activities).</i></p> <p><i>In 2020-2021, in Years 7-9 students received on average 310 positive conduct points across the year. For pupil premium students, the average was 317 positive conduct points. For non-pupil premium students, the average was 308.</i></p> <p><i>In 2021-2022, in Years 7-10 students received on average 367 positive conduct points across the year. For pupil premium students, the average was 378 positive conduct points. For non-pupil premium students, the average was 364.</i></p> <p><i>In 2020-2021, in Years 7-9 students received on average 24 negative conduct points across the year. For pupil premium students, the average was 37 negative conduct points. For non-pupil premium students, the average was 20. Negative conduct points are often linked to lack of homework/lesson prep.</i></p> <p><i>In 2021-2022, in Years 7-10 students received on average 35 negative conduct points across the year. For pupil premium students, the average was 57 negative conduct points. For non-pupil premium students, the average was 29. Negative conduct points are often linked to lack of homework/lesson prep.</i></p>
4	<p><b>Lack of study facilities at home</b></p> <p><i>The school recognises that disadvantaged students may have less access to study facilities at home. This includes both available space to complete homework as well as lack of access to electronic resources.</i></p> <p><i>A key indicator of this is the number of students who are issued with negative conduct points for missing or poorly completed homework and prep tasks.</i></p> <p><i>In 2020-2021, in Years 7-9, 14.3% of pupil premium students received more than 15 negative across the year for poor prep/homework. 6.5% of non-pupil premium students received more than 15 negatives for this.</i></p> <p><i>In 2021-2022, in Years 7-10, 14.19% of pupil premium students received more than 15 negative across the year for poor prep/homework. 6.85% of non-pupil premium students received more than 15 negatives for this.</i></p>

5	<p><b>Achievement gap in Yr 10 between PP and Non PP at end of academic year 21/22</b></p> <p><i>The gap in achievement between these groups was 18% with 49% of PP students meeting their targets compared to 67% of non-pupil premium students. This gap will have been exacerbated by the loss of learning over the two lockdown periods.</i></p>
6	<p><b>Lack of opportunities to engage in wider enrichment to support their learning</b></p> <p><i>The school recognises the importance of students' engagement and enjoyment with their learning. We recognise too that a lack of extra-curricular engagement of students in lessons is likely to self-esteem and progress.</i></p> <p><i>Records of engagement in wider learning were impacted by covid in 2020-2021, although our usual routine monitoring of this allows us to identify students who are less engaged in extra-curricular activities.</i></p> <p><i>In 2021-2022, 67% of pupil premium students in Year 7-10 received at least 10 positive conduct points for attendance at extra-curricular activities, compared with 75% of non-pupil premium students. Pupil premium engagement in wider learning continues to be an area of focus especially in Yr 9 where 38% of pupil premium students weren't accessing wider learning including study club.</i></p>

## 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 attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	<p>% on track to achieve end of year internal targets in line with non pp</p> <p>Attainment 8 score is in the top FFT 5% for PP students</p> <p>% achieving GCSE English and Maths is in top FFT 5% for PP students</p>
Improved reading comprehension among disadvantaged pupils across all key stages.	<p>Reading comprehension tests for students identified with low reading ages on intake (&lt;10 years) demonstrate improved comprehension skills among disadvantaged pupils in this cohort, and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teacher recognition of this improvement through engagement in lesson looks and book scrutiny.</p>
Improved attainment in internal assessments, subjects year on year	<p>Mid-year (Q2) and end of year (Q4) assessments in subjects with a high demand in reading, writing and numeracy demonstrate improved scores amongst disadvantages pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teacher recognition of this improvement through engagement in lesson looks and book scrutiny.</p>

Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and lesson looks suggest disadvantaged pupils are more able to monitor and regulate their own learning. Improved prep and homework completion rates across all classes and subjects as well as students' participation in and understanding of the Retention & Recall (metacognitive) strategies taught and practised through the pastoral self-review programme.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	Sustained high levels of wellbeing from 2022/23 demonstrated by: <ul style="list-style-type: none"> <li>• Qualitative data from Health surveys, student voice, student and parent surveys and teacher observations.</li> <li>• An increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance demonstrated by: <ul style="list-style-type: none"> <li>• the overall absence rate for all pupils being no more than 4% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is minimal</li> <li>• The percentage of all pupils who are persistently absent (below 90%) and the figure among disadvantaged pupils has a gap of &lt;5%</li> </ul>

## 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: £125,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Curriculum programmes including</b> - Additional groups in core subjects reducing class sizes, Literacy programmes, Additional Maths support, and study programmes	The funding is used to ensure that PP students achieve as well as others. We have an approach that expects <b>all</b> students to achieve, regardless of background. We have a focus on ensuring that all students are secure in the basics, English and maths and EBAC with funding put into additional classes and lessons in each year group so that teacher to pupil ratios are reduced and curriculum time is increased  We have also added additional Yr 7, 8 and 9 timetabled lessons for pupils whose levels of literacy need extra support to bring them up to year group norms.	2,3,4,5

	<p>We have introduced a range of additional literacy programmes and interventions for those most in need of this support</p> <p>There are also additional numeracy sessions for students in need of this support. End of year outcomes in our internal assessment system support this approach.</p>	
<p>Developing metacognitive and self-regulation skills in all pupils.</p> <p>This will involve ongoing teacher training and support.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become learners that are more independent. There is particularly strong evidence that it can have a positive impact on maths attainment:</p> <p>End of year outcomes in our internal assessment system support this approach.</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	2,3,4,5
<p>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</p> <p>We will fund additional maths groups, including intervention support groups where necessary, and teacher release time to embed key elements of the guidance in school.</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p><a href="https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3">https://www.gov.uk/government/publications/teaching-mathematics-at-key-stage-3</a></p> <p>To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models:</p>	2, 3, 5
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>Funding of additional literacy classes, in the timetable, for students with a reading age below 10 on entry.</p> <p>Funding of a whole school literacy coordinator and a literacy mentor to implement a broad intervention strategy to improve reading ages</p> <p>Implementation of a whole school development</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="#">word-gap.pdf (oup.com.cn)</a></p> <p>Improvement in chronological reading ages of students with reading ages, on entry to the school in Year 7, of 10 years or less.</p>	2, 3, 5



<p>project to support students writing and reading</p> <p>This will start through delivery in English and the pastoral programme to help raise English attainment for disadvantaged pupils.</p>		
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £65,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery programmes to targeted groups/individuals with a particular focus on GCSE success and narrowing the gap.</p> <p>Curriculum study groups and a daily after school study club.</p>	<p>Additional provision is organised outside the timetable to support students who have lost learning over the pandemic, are underachieving or whose independent study habits are not secure.</p>	2,3,4,5
<p>The study club is targeted at students less able to access technology or support at home. This is staffed by teachers and gives students to access school resources and complete prep in a structured environment.</p>	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a></p> <p><i>“Programmes that extend school time have a positive impact on average (but are expensive and may not be cost-effective for schools to implement.)”</i></p>	2,3,4,5
<p>We will fund intervention and support booklets for all subjects (produced/purchased by departments to ensure direct correlation with lessons), enabling students to undertake additional study outside of lessons to support consolidation of learning/revision. Developing approaches to independent study and memorisation through lesson prep strategies will be a priority. Examples of this is the approach taken by the maths department and the computing department</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners:</p> <p><a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3, 4, 5

<p>Provision of school-led 1:1 and 1:3 tuition provided by teachers</p> <p>The focus of this support is for KS4 pupils who's education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged.</p>	<p>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:</p> <p><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,3,4,5</p>
<p>Adopting a targeted reciprocal 1:1 teaching through the work of the literacy mentor programme as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>2,4,5</p>
<p>Funding for the Literacy group for students whose reading age is less than 10 on entry.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p>	<p>2</p>

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

Budgeted cost: £19,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised educational day visits/ residential experiences, sports coaching, DoE award and music lessons	Experience shows that students hugely benefit from the opportunity to take part in a wider enrichment programme to support their learning. Money is used to subsidise these types of experiences for students from disadvantaged backgrounds.	1,3,5,6
Pastoral Leads have a particular focus on students 'at risk' with Raising Achievement Cohorts, recruitment of a part time Catch Up mentor a school counsellor and a part time learning mentor.	<p>Delivery of individual and group support to students whose learning is impacted by a range of external factors. Personalised strategies are implemented best suited to addressing individual needs,</p> <p>Mentoring methods research advocating a consistent point of contact for mentoring provision and social skills training  <a href="https://youthendowmentfund.org.uk/toolkit">https://youthendowmentfund.org.uk/toolkit</a></p>	1,3,5
School counsellors targeted towards those students with mental health concerns.	<p>Key findings from CCMH reports show that counselling services are effective in reducing mental health distress; depression and anxiety are the most common student concerns; and there has been an increasing trend in student uptake of counselling (CCMH, 2019)</p> <p><a href="https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/">https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</a></p>	1,3,5

**Total budgeted cost: £209,000**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

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

#### Attainment and progress data for Summer 2023 – Year 11

Year 11 GCSE outcomes Summer 2023	ADA		
	PP Students	Non-PP Students	All students
Number of students	33	86	119
% 4+ in English and Maths	88%	93%	92%
% 5+ in English and Maths	76%	88%	85%
% 4+ Maths	88%	94%	92%
% 5+ Maths	76%	91%	87%
% 4+ English Lang/Lit	94%	97%	96%
% 5+ English Lang/Lit	88%	93%	92%
EBacc Average Points Score	5.6	6.6	6.3
% Entered EBacc	85%	93%	91%
% Achieving EBacc (grades 9-5)	48%	63%	59%
Attainment 8	5.9	6.9	6.6
Progress 8 *	+0.5	+1.1	+0.9
Progress 8 English *	+0.7	+1.3	+1.1
Progress 8 Maths *	+0.5	+1.0	+0.9

### Quarterly monitoring of student outcomes (Yr 7-10 internal assessments)

We measure student outcomes in terms of the percentage of students who are 'on track' by meeting/exceeding their end of year target grade.

These results are from the Quarter 4 (July) assessments in the Summer Term 2023.

Ada Lovelace C of E High School					
Quarter 4		PP	Non-PP	Reading age <10 (on entry)	All
Year 07	No. of students	40	163	48	203
Year 07	Overall	69%	81%	80%	79%
Year 07	English	69%	76%	79%	75%
Year 07	Mathematics	61%	87%	71%	82%
Year 08	No. of students	51	152	33	203
Year 08	Overall	66%	70%	56%	69%
Year 08	English	52%	62%	52%	59%
Year 08	Mathematics	56%	67%	36%	64%
Year 09	No. of students	58	143	42	201
Year 09	Overall	68%	72%	67%	71%
Year 09	English	64%	71%	57%	69%
Year 09	Mathematics	69%	83%	57%	79%
Year 10	No. of students	24	100	20	124
Year 10	Overall	58%	68%	66%	66%
Year 10	English Language	75%	64%	80%	66%
Year 10	Mathematics	67%	86%	70%	83%

### Attendance and Conduct data for 2022-2023

	Cohort	% Attendance (Yr 7-11)	% Punctuality (Yr 7-11)
ADA	Non-PP	95.2%	98.3%
	PP	91.9%	96.3%

Conduct Points (2022-2023) (Average per student)			
	Cohort	Achievement (Positive)	Behaviour (Negative)
ADA	Non-PP	447.8	35.9
	PP	431.7	88.0

## Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
NA	NA

