# Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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 | 668 |
| Proportion (%) of pupil premium eligible pupils | 23.5% |
| Academic year that our current pupil premium strategy plan covers | 2021-2022 |
| Date this statement was published | January 2022 |
| Date on which it will be reviewed | September 2022 |
| Statement authorised by | Keir Smith (Associate Headteacher) |
| Pupil premium leads | Chris Wiggins (Deputy Head) |
| Governor lead (Chair of Governors) | Emma Harniman |

## Funding overview

| Detail | Amount |
|---|---|
| Estimated Pupil premium funding allocation this academic year | £105,000 |
| Recovery premium funding allocation this academic year | £13,630 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| **Total budget for this academic year**<br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £118,630 |

# 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 2021-2022 will be on developing literacy skills, most notably the improvement in reading comprehension and English Language school-led tuition for students in Years 7 – 10.

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
- establish a system of diagnostic testing in relation to reading comprehension
- 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 | **Attendance and punctuality issues**<br>*Our aim is for all students to have at least 96% attendance and punctuality rates of at least 98%.*<br>*Where students fall below this, including disadvantaged students, the school has robust systems of monitoring and intervention to support and improve attendance.*<br>*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%.*<br>*In terms of punctuality, pupil premium students had a 98.4% punctuality rate, and non-pupil premium student punctuality was 99.2%.* |
| 2 | **Low levels of literacy and numeracy**<br>*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 and numeracy than their peers.*<br>*For example, in the 2020-2021 academic year, Year 7 and 8 had 19.6% 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 23.91% had a reading age below 10.* |
| 3 | **Lack of engagement with their learning in school**<br>*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.*<br>*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).*<br>*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.*<br>*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.* |
| 4 | **Lack of study facilities at home**<br>*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.*<br>*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.*<br>*In 2020-2021, in Years 7-9, 4.3% 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.* |
| 5 | **Low self esteem**<br>*Observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.* |
| 6 | **Lack of opportunities to engage in wider enrichment to support their learning**<br>*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.*<br>*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.* |

# 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 | % of disadvantaged students entering EBAC is in line with whole school<br><br>% on track to achieve end of year internal targets in line with non pp<br><br>Monitored through Q2 and 4 school exam week data |
| Improved reading comprehension among disadvantaged pupils across KS3. | Reading comprehension tests for students identified with low reading ages on intake (<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.<br><br>Teacher recognition of this improvement through engagement in lesson looks and book scrutiny. |
| Improved attainment in internal assessments, subjects year on year | 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-disadvantage peers.<br><br>Teacher recognition of this improvement through engagement in lesson looks and book scrutiny. |
| 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.<br>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 2021/22 demonstrated by:<br>• Qualitative data from Health surveys, student voice, student and parent surveys and teacher observations.<br>• An increase in participation in enrichment activities, particularly among disadvantaged pupils. |
| To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. | Sustained high attendance demonstrated by:<br>• the overall absence rate for all pupils being no more than 3% and the attendance gap between disadvantaged pupils and their non-disadvantaged peers is minimal ( <3%)<br>• The percentage of all pupils who are persistently absent (below 90%) and the figure among disadvantaged pupils has a gap of <5% |

# 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: *£75,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| **Curriculum programmes including -** Additional groups in maths and English reducing class sizes, Literacy programmes,, Additional Maths support, Nurture Programmes | The funding is used to ensure that PP students achieve as well as others. We have an approach that expects **all** students to achieve, regardless of background. We have a focus on ensuring that all students are secure in the basics, English and maths and put funding into additional classes in each year group so that teacher to pupil ratios are reduced. We have also added in additional sessions for pupils whose levels of literacy and numeracy need extra support.<br><br>End of year outcomes in our internal assessment system support this approach. | 2,3,4 |
| Developing metacognitive and self-regulation skills in all pupils.<br><br>This will involve ongoing teacher training and support. | 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:<br>End of year outcomes in our internal assessment system support this approach. | 2,3,4 |
| Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.<br>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. | 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:<br>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)<br>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: | 2, 3 |

| | | |
|---|---|---|
| Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.<br><br>Funding of additional literacy classes, in the timetable, for students with a reading age below 10 on entry.<br><br>Funding of a whole school literacy coordinator and a literacy mentor to implement a broad intervention strategy to improve reading ages/<br><br>Implementation of a whole school development project to support students writing and reading<br><br>This will start through delivery in English and the pastoral programme to help raise English attainment for disadvantaged pupils. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:<br><br>Improving Literacy in Secondary Schools<br>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:<br><br>word-gap.pdf (oup.com.cn)<br><br>Improvement in chronological reading ages of students with reading ages, on entry to the school in Year 7, of 10 years or less. | 2, 3 |

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

Budgeted cost: £ *25,000*

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Delivery of tutoring programmes, Curriculum study groups and a daily after school study club. | Additional provision is organised outside the timetable to support students who are underachieving or whose independent study habits are not secure. | 2,3,4 |
| 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. | https://educationendowmentfounda-tion.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time<br>*"Programmes that extend school time have a positive impact on average (but are expensive and may not be cost-effective for schools to implement.)"* | 2,3,4 |

| | | |
|---|---|---|
| We will fund intervention and support booklets for all subjects (produced by teachers to ensure direct correlation with lessons), enabling students to undertake additional study outside of lessons to support consolidation of learning/ revision. | Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners: Metacognition and self-regulation | Toolkit Strand | Education Endowment Foundation | EEF | 3, 4 |
| Provision of school-led 1:1 tuition provided by an external tuition agency, using school-led tuition funding and topped up with catch up premium funding The focus of this support is for pupils whose English Language 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 | 2,3,4 |
| 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. | 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: Reading comprehension strategies | Toolkit Strand | Education Endowment Foundation | EEF | 2,4 |
| Funding for the Literacy group for students whose reading age is less than 10 on entry. | Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools | 2 |

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

Budgeted cost:  £18,630

| 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. | 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,<br><br>Mentoring methods research advocating a consistent point of contact for mentoring provision and social skills training https://youthendowmentfund.org.uk/toolkit | 1,3,5 |
| School counsellors targeted towards those students with mental health concerns. | 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)<br><br>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/ | 1,3,5 |

## Total budgeted cost: £118,360

# 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 2020 to 2021 academic year.

**Attainment and progress data for Summer 2021**

**Attendance and Conduct data for 2020-2021**

| Cohort | % Attendance | % Punctuality |
|---|---|---|
| Non PP | 96.23% | 99.20% |
| PP | 95.04% | 98.38% |

| Cohort | Average Points | |
|---|---|---|
| | Achievement | Behaviour |
| ALL | 310 | 24 |
| Non PP | 308 | 20 |
| PP | 317 | 37 |

| Cohort | More than 15 Prep Negatives |
|---|---|
| ALL | 8.17% |
| Non PP | 6.52% |
| PP | 4.25% |

| Cohort | Reading age less than 10 |
|---|---|
| ALL | 27.18% |
| Non PP | 23.91% |
| PP | 38.24% |

Students on track to meet target:

| | PP | NON PP |
|---|---|---|
| Yr 7 | 70% | 71% |
| Yr 8 | 69% | 71% |
| Yr 9 | 55% | 64% |

# 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 |
|---|---|
| 1:1 tuition programme in English Language for selected cohort of 24 Year 7-10 students | MyTutor ([www.mytutor.co.uk](www.mytutor.co.uk)) |