Lancaster High School – Pupil Premium Strategy Statement 2024-2026

1. Summary information					
School	Lancaster High School				
Academic Years	2024-25	**Total PP budget:** £282,975 **(2024-25)** **Total Recovery Premium:** No allocation **(2024-25)** **Total School-Led Tutoring Grant (SLTG):** No allocation **(2024-25)**			
Total number of pupils	582	**Number of pupils eligible for PP**	269 (45.9%)	**Date for next internal review of this strategy**	September 2025

Attainment and progress of disadvantaged pupils 2023-2024

The 2024 outcomes show that disadvantaged pupils achieved a progress score of one third of a grade lower than non-disadvantaged pupils in Maths, Ebacc, Open and overall Progress 8. Pupils taking French GCSE achieved progress scores that were better than similar pupils nationally. Disadvantaged pupils achieved progress scores that were in line with our non-disadvantaged cohort.

Cohort Data			Overall attainment of Disadvantaged pupils						Progress compared to non-disadvantaged				
Student Count	% of cohort	KS2 Prior Attainment	9-7 E/M	9-5 E/M	9-4 E/M	Average A8	English A8	Maths A8	English P8	Maths P8	Ebacc P8	Open P8	Total P8
53	41%	99	0	17%	32%	28.36	3.25	2.96	-0.45	-0.3	-0.35	-0.31	-0.35

2. Barriers to future attainment (for pupils eligible for PP, including high ability)		
In-school barriers *(issues to be addressed in school, such as poor oral language skills)*		
A.	Below age expected literacy and numeracy skills	
B.	SEMH and behavioural needs	
External barriers *(issues which also require action outside school, such as low attendance rates)*		
C.	Attendance and punctuality	
D.	Out of school behaviours: anti-social behaviour and risk taking behaviour	
E.	Increase in the volume and complexity of safeguarding needs	

3. Desired outcomes		
	Desired outcomes and how they will be measured	*Success criteria*
A.	Gap in reading scores to be closing by the end of the academic year, with improvement sustained in subsequent years. Measured through ongoing GL assessments. Gap in numeracy scores to be closing by the end of the academic year, with improvement sustained in subsequent years. Measured through ongoing GL assessments.	Improvement in all pupils reading and maths scores with the gap closing for identified pupils in Year 7-10.
B.	Improvement in behaviour and attitudes to learning of identified groups of disadvantaged pupils. Reduced suspensions and increased time in lessons accessing learning. A reduction in low level behaviour sanctions and increased praise points.	Reduction in negative behaviour points and suspensions and increased number of praise points as evidenced by weekly ClassCharts monitoring.
C.	Attendance and punctuality of disadvantaged pupils improves. A reduction in the number of PA pupils. Weekly monitoring of attendance data by the Attendance officer and HoY.	Improved attendance and reduction in the number of PAs in line with National Average monitored weekly through SIMS.
D.	Pupils make positive contributions to extra-curricular activities and the wider community. Pupils make informed choices regarding behaviour in the evenings and weekends which will reduce the number of incidents coming into school. Fewer child on child abuse incidents will arise despite an improved culture of reporting incidents within school should they occur.	Improved confidence of pupils reporting child on child abuse incidents with timely and effective support and interventions implemented. Positive feedback through ongoing pupil and parental voice.
E.	Pupils feel safe within school and can identify at least one adult they would speak to. Pupils actively support peers where they have concerns. Appropriate interventions signposted in line with Lancashire's Continuum of Need. Improved agency involvement and engagement with pupils and families.	Pupil and parent/carer voice demonstrates pupils feel safe and supported within school.

4.	5. Planned expenditure					
Academic year	**2024-25**					
i.	**Quality of teaching for all**					
Desired outcome	**Chosen action / approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**	
Improved implementation of the curriculum to ensure PP pupils make progress in line with non-PP pupils	Embed behaviour for learning expectations / policy including non-negotiable classroom routines. Consistent implementation of the intended curriculum which are well sequenced and ambitious for all leaners. Effective use of adaptive teaching strategies employed to enable all learners to access their curriculum. A comprehensive QA cycle to be used to monitor the effectiveness of its delivery. Improvement in the implementation of the curriculum in school through whole school INSET and targeted CPD programme focusing on developing positive behaviours for learning and adapting the implementation of the intended curriculum. Teaching and Learning library further developed and membership to NCSL webinars renewed. Effective use of Staff Appraisal process. ClassCharts to support learning and improve home/school communication. Redesign the curriculum model to distribute teaching hours more effectively whilst maintaining a broad and balanced curriculum. Restructure the timetable to enable effective movement of pupils based on academic ability.	Behaviour interventions +4 months (EEF Toolkit)	Reviews of pupils' academic progress as part of whole school monitoring cycle. Implementation of the curriculum monitoring as part of whole school teacher appraisal process and line management of departments and through our QA cycle. Attendance to INSET/CPD CLFP and timetable scheduling will ensure the curriculum meets the needs of CLHS learners	MAU / VCR VCR	Termly throughout 2024-26	
					Initial budgeted cost	**£25,972**

ii.	Targeted support				
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Improvement in literacy and numeracy skills for disadvantaged pupils to be in line with their non-disadvantaged peers as evidenced by Progress Tests; with pupils recovering lost learning time.	Secure baseline reading tests to establish starting points for pupils in Year 7-10. GL Assessment used to baseline pupils and measure progress. NGRT completed by pupils at the start and end of each academic year. https://www.gl-assessment.co.uk/assessments/secondary/ <u>Literacy interventions</u> • FreshStart Phonics • Lexia • Reading Partners • 1:1 TA support • TA3/HLTA small group work • Bedrock Learning • DEAR focusing on age appropriate texts • Reading for pleasure within the curriculum Use of the school's Library incorporating before and after school access and improved parental outreach and engagement. <u>Numeracy interventions</u> • Sparx maths/TT Rockstars to support learning and catch-up at KS3/KS4 Development of a word rich curriculum across the school.	We require a clear baseline from which we will work in the absence of and in addition to KS2 tests. This testing will then be the basis of further diagnostic testing. Phonics impact +5 months (EEF Toolkit) Reading comprehension impact +6 months (EEF Toolkit) TA interventions impact +4 months (EEF Toolkit) Small group tuition impact +4 months (EEF Toolkit) On average, 20% increases in vocab test scores Extending school time +4 months (EEF Toolkit) Parental engagement +4 months (EEF Toolkit) 1:1 tuition +5 months (EEF Toolkit) Individualised instruction +4 months (EEF Toolkit) Oral language interventions +6 months (EEF Toolkit)	Baseline assessments undertaken. Timely reassessment to track progress throughout Years 7-10. Intervention leads identified with clear responsibility/accountability and training where appropriate for staff. All strategies effectively communicated with all key stakeholders. Regular feedback by Intervention leads to SLT/AIB. Stakeholder voice gathered to support quantitative measures.	MAU / LMA	Termly throughout 2024-25

Improved outcomes at KS4	Year 11 intervention package to include: • Revision guides bought for core and Ebacc subjects • Site licenses for Hegarty maths, Kerboodle, GCSEpod purchased • Lunchtime, afterschool and holiday revision programme • Parent information evening for Parents/Carers of Year 11 • Parental engagement though weekly newsletter and targeted text messaging • Website information with curriculum overview and signposting to subject specific revision resources • Additional SEMH support for most vulnerable including use of Boxhall profiling and zones of regulation • Targeted cohorts identified for additional motivational support • Comprehensive careers package and 1:1 pupil interviews (at least 2 for PP pupils)	Homework +5 months (EEF Toolkit) Extended school time +3 months (EEF Toolkit) Parental engagement +4 months (EEF Toolkit) Mentoring +2 months (EEF Toolkit)	Scheduled data captures will identify key cohorts that require targeted intervention and support. Key personnel have responsibility for coordinating voluntary intervention sessions being held. Timely and clear communication of support with pupils and parents. Quality assured resources / software packages purchased. Monitoring engagement to 'live' sessions and access to software packages. Stakeholder voice gathered to support quantitative measures.	MAU/ /HoD/ HoY	Termly throughout 2024-25
			Initial budgeted cost		**£188,468**

iii.	Wider strategies				
Desired outcome	**Chosen action/approach**	**What is the evidence and rationale for this choice?**	**How will you ensure it is implemented well?**	**Staff lead**	**When will you review implementation?**
Improved punctuality and attendance to be in line with National Average.	Attendance systems and processes allow for tighter monitoring and subsequent interventions for absent pupils. Higher profile of link between attendance and outcomes communicated to pupils and parents through various platforms. Use of ClassCharts to post work from lessons so that absent pupils can still access their curriculum. Attendance Officer to ensure that all staff are aware of persistent lateness and that system of same day afterschool detentions is in place. Inventry system in place to closely monitor punctuality. Increased focus on addressing punctuality to lessons – sanctions incorporated into the behaviour policy. Allocated SLT responsibility to disadvantaged pupil attendance. Enhanced focus on disadvantaged pupils by Attendance Officer with regular updates to SLT on attendance rates and individual action plans for persistent absentees. Continuation of free breakfasts (National Schools Breakfast Programme) for all pupils with specific focus and sell to disadvantaged pupils and their families. Second Attendance officer employed at 15hrs/week (8-11am) to carry out home visits.	Pupils with no absence are 1.3 times more likely to achieve grade 4 or above, and 3.1 times more likely to achieve grade 5 or above, than pupils that missed 10-15% of all sessions (DfE research found on The Key) Breakfast clubs have been shown to have positive impacts on pupils: 'Schools generally reported improvements in concentration and in behaviour from pupils attending breakfast clubs. Schools attributed this in part to children not being hungry, and in part to the new routine of the breakfast club which allowed pupils to settle into school more calmly and be more ready to learn when lessons started' (Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation, DfE, 2017)	Regular attendance meetings with key stakeholders to check progress against targets. Regular reports to SLT and the AIB on attendance and late figures by the attendance lead. Individual pupil action plans for PA and/or late attenders showing actions taken and effect on attendance. Attendance % at breakfast clubs as tracked through VeriCool system. External partner audit/QA of systems/processes .	Attendance Officer and VCR	Termly throughout 2024-25

Improvement in the behaviours of an identified minority of pupils within the school	Behaviour and Mental Health strategy model developed to allow tighter monitoring of the impact of pastoral interventions. Use of student support team and external agencies (through EHAs) to work with most vulnerable disadvantaged and non-disadvantaged pupils at risk of permanent exclusion. EP assessment and specialist teacher involvement. SEND consultant employed one day per week to undertake screening. Use of appropriate Alternative Provision for most vulnerable and disengaged pupils – behavioural and medical placements – short term and long term. Review and improvement of Exit and Impact centre led by Behaviour Mentor and Assistant Principal for Behaviour and Attitudes to ensure that rate and severity of behaviour incidents decrease over time. Introduction of an additional inclusion provision within Learning Support for pupils who require reasonable adjustment.	Evidence suggests that there is an above average link between disadvantaged pupils and risk of exclusion. The school will take action to identify these pupils at risk of exclusion and work with them on reflection and self-management/regulation. Individualised instruction +4 months (EEF Toolkit) Behaviour interventions +4 months (EEF Toolkit) Mentoring +2 months (EEF Toolkit)	Weekly review of behaviour and praise points collected through ClassCharts. Feedback from external support/agencies and Lead Professionals. Regular review of provision offered by the Impact provision to ensure it is meeting the needs of the pupils. Timely review of AP provision in relation to attendance, behaviour and academic progress. Stakeholder voice gathered to support quantitative measures.	VCR ALL STAFF	Termly throughout 2024-25
Development of cultural capital through attendance at clubs/Extra-curricular provision	Increase the provision of extra-curricular activities that run at lunchtime and afterschool as identified through pupil voice. Increase the number of trips and visits that supports the implementation of the curriculum. Where there is a cost implication for attendance at extra-curricular event, there is provision put in place to support those families with limited income. Active promotion and provision for all PP pupils to access peri music lessons.	Anecdotal evidence of improved engagement when pupils are involved in extra-curricular activities. Some clubs e.g. PE or art are directly linked to classroom outcomes. Arts participation +3 months (EEF Toolkit)	All staff are aware that barriers should not be put in place that prevent disadvantaged pupils from accessing extra- curricular. Trips and access to peri music lessons are subsidised for disadvantaged pupils at risk of not attending. Regular monitoring of engagement to extra- curricular clubs/activities.	JLI/ RSP All staff	Termly throughout 2024-25

			Central records held of those participating in music lesson. Stakeholder voice gathered to support quantitative measures and to identify additional activities offered.		
Pupils feel comfortable in the school and able to concentrate on their learning	Pupil Premium funding used to support families suffering hardship, such as replacement uniforms, shoes, class equipment, calculators, revision guides. PASS surveys to be carried out and findings to inform the SDP.	Historic parental voice and evidence from attendance impact	This will be led by the staff and they will give information to VJC to say whether pupils are in need of extra equipment or resources. Stakeholder voice gathered to support quantitative measures regarding effectiveness of the support.	ALL STAFF / Student Support team	Pupil voice activities as part of the regular QA cycle
				Initial budgeted cost	**£183,368**