

## Little Ilford School's Pupil Premium Strategy Statement 2021 - 2024

This statement details Little Ilford 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.

### School overview

Detail	Data
School name	Little Ilford School
Number of pupils in school	1438
Proportion (%) of pupil premium eligible pupils	49.02% (703 pupils)
Academic year/years that our current pupil premium strategy plan covers	2021 – 2022 2022- 2023 2023-2024
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Andrew Finn, Headteacher
Pupil premium lead	M. Vaquera, Assistant Headteacher
Governor / Trustee lead	Rebecca Hemming (Vice Chair)

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£577,775
Recovery premium funding allocation this academic year	£88,923
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£666,698</b>

# **Part A: Pupil premium strategy plan**

## **Statement of intent**

Our aim is that all students make good progress, achieve and succeed based on the school values of Courage, Commitment and Compassion.

We expect all learners to have the courage to challenge themselves to do their best; the commitment to their own long-life learning; and to show compassion and respect towards their peers and all professionals who work with them to ensure they make both good personal and academic progress. Thus, our Pupil Premium Strategy will focus on supporting our disadvantaged students.

To raise disadvantaged students' attainment we prioritise school-based continued professional development (CPD) that includes teachers, Teaching Assistants (TAs), High Level Teaching Assistants (HLTAs) and Early Career Teacher mentors (ECT) to ensure that all students receive high quality teaching. Joint departmental planning (JPT) has also been timetabled, when possible, to allow for collaborative planning and the sharing of good practice in departments. Our lesson observation (Learning Walks) focus and intent has also been refined and modified this academic year to focus on positive behaviour for learning (BfL). To ensure robust quality assurance systems are in place, time has also been created for training and standardisation for all members of staff who carry out these observations. We have ensured that this work builds on what was done in previous years.

We ensure that targeted and specific support is also available for departments and specific members of staff. For this purpose, Lead Practitioners (LPs) have been assigned varying roles and have been allocated to different departments or areas of the school. This strategic approach will help us to progress towards our three-year focus for improvement. Across the school, we are continually evaluating and updating target groups to ensure that our vulnerable students are being supported to make the best progress possible.

Pastoral teams are also included in our CPD as this will enable them to better support the social and personal development of our students, particularly pupil premium students after the effects of the pandemic. In order to improve attendance and punctuality to school, we have appointed an Attendance Support Officer who will work with pastoral teams, our parents, the senior leaders and the Local Authority. We have also appointed a Pastoral Student Support Officer who will support safeguarding and personal aspects (social and mental issues) and will also work closely with the school's Counsellor.

Pastoral and SEND teams work with subject and other leaders to identify pupils who would benefit from small group or bespoke support, such as reading interventions or subject specific approaches.

To ensure our pupil premium strategy is being implemented effectively, we will ensure that key data, such as pupils' attendance, behaviour and attainment, amongst other data, is closely monitored and acted upon in a timely fashion.

## Challenges

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

Challenge number	Detail of challenge
1	<p>The achievement of disadvantaged pupils coming to our school at Key Stage 2 is lower when compared to national figures and compared to 25% of their peers, particularly at maths and English. This difference has been made worse due to the pandemic.</p> <p>Assessments on entry to year 7 in the last years indicate that about 39% of our disadvantaged pupils arrive below age-related expectations compared to 1/4 (25%) of 11-year olds who cannot read well nationally.</p>
2	<p>Low literacy skills at KS2. Assessments with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than their peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the years 2018, 2020 and 2021, between 37-39% of our disadvantaged pupils arrive below age-related expectations compared to ¼ (25%) of their peers nationally.</p>
3	<p>Attendance data for 20-21 shows that attendance for disadvantaged students has been between 1.75% - 2.25% lower than non-pupil premium students. Our observations indicate that vulnerable students are more persistently absent than their peers, which negatively impacts their progress.</p>
4	<p>Pastoral records for all year groups, observations and discussion with pupils and their parents/carers indicates that the education and wellbeing of our disadvantaged students have been more negatively affected by the pandemic than those students who are non-pupil premium, with significant gaps in their learning. This is also the case of students at KS2.</p> <p>This has resulted in significant knowledge gaps and pupils falling further behind age-related expectations as well as a lack of self-regulation strategies, which also has a negative effect on their behaviour and the way they interact with their peers.</p>
5	<p>We have identified social and emotional issues for some students, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. Some of these issues have been due to a lack of social interaction due to lockdown, but some are also caused by concern about catching up lost learning and exams/future prospects, as well as the lack of enrichment opportunities due to the pandemic. Disadvantaged students have been more affected than their peers. This is causing students to fall further behind their learning.</p> <p>Our school data shows that during the pandemic, teacher referrals to our school counsellor or other type of intervention or support increased. In 2019/2020 there was a 12% increase in low mood anxiety compared to</p>

	the previous year. In 2020/2021 there was a 22% increase in schoolwork/exam stress anxiety compared to the previous year
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## 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.	By the end of our current plan in 2024/25, all learners make significant progress as measured at GCSE level (shown by Analyse School Performance data). Students with low literacy levels are identified and supported to make significant progress across the EBacc and Attainment 8 subjects
Improved literacy skills among disadvantaged pupils across KS3 and KS4	Reading comprehension and other monitoring exercises, such as engagement in lesson and book scrutiny, show that disadvantaged students have improved their reading skills so that they make significant progress across the EBacc and Attainment 8 subjects
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: the overall absence rate for all pupils being no more than 3.5%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 1.5%.
Improved learning behaviours among disadvantaged pupils across all subjects.	Teachers reports, class observations and rewards system data also shows that disadvantaged students improve their wellbeing, their attitude to learning and their behaviour as they become more able to monitor and regulate their own learning. This is also supported by homework completion rates across all classes and subjects.
Improved and sustain the wellbeing for all pupils, including those who are disadvantaged.	Teachers, pastoral and school counsellor data and observations as well as student voice show improved and sustained high levels of wellbeing from 2024/25. This is also demonstrated by a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

## 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: **£380,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Smaller classes and specific lessons for EMA students in English and maths. To improve literacy skills in all subjects. Purchase standardised assessments and other resources. We will also provide time in JPT to create our own resources. Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Smaller class groups and additional support to ensure students have the skills and knowledge required to make good progress in English and Maths. To support our lower attaining students and students with “English as an additional language” and to tackle poor English skills of students with Special Educational Needs in a different way. We will continue to use our Reading Strategy programme with all students. We believe that this tailored support will improve the attendance of those students who have fear of school when finding it difficult to access the content due to the language barriers.</p>	1, 2, 3, 4,5
<p>Develop the quality of learning and teaching as well as improving learning behaviours in all pupils. This will involve appointment and deployment of staff, ongoing teacher training (CPD) as well as support and release time.</p>	<p>Tailored and specific CDP opportunities for all staff, including ECT Mentors in line with new guidelines. Lead Practitioners will work in specific departments and areas to support teachers. Specialist celebrity maths teacher will continue to support the teaching and learning of maths and champion numeracy.</p>	1, 2, 4, 5
<p>Development of our 3 years KS3 and 2 years KS4 curriculum. Time for research and planning will need to be provided, so we will fund teacher release time to embed key elements to</p>	<p>To move from the current 2 years KS3-3 Years KS4 to 3 years KS3 and 2 years KS4, teachers need to amend their current SoLs and plan carefully the transition so that learning is continued and enhanced in the process too.</p>	1, 2, 3, 4, 5

make this transition and completion of SoLs are adapted / amended.	This involves a thorough understanding of the curriculum requirement and assessments opportunities, understanding pupils' current and prior knowledge to plan the transition between key stages and the creation of resources to bridge transitions and gaps in students knowledge due to the effects of the pandemic	

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

Budgeted cost: **£178,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
To provide specific and targeted support for disadvantaged students who need additional help to understand texts, to focus on their learning and to self-regulate behaviour. A significant proportion of the pupils who receive this support will be disadvantaged, including those who are high attainers.	Specific reading intervention and support on a 1-1 basis as well as in class support will have a positive impact on students' understanding the content and work they have to do as well as to self-regulate their behaviour to focus on their learning. This support will also include out of school hours support and intervention.	1, 2, 4, 5.
To broaden students curriculum provision and to provide opportunities for students to develop their personal and academic achievement by offering a range of opportunities to achieve extra GCSEs such as in Community Languages lessons instrumental lessons.	Tuition targeted at specific needs and interests will have a positive impact on disadvantaged students' attainment and wellbeing. By providing additional Community Language lessons and opportunities to take a GCSE in their native language for EAL disadvantaged students, they will be able to achieve all EBacc subjects.  Our disadvantaged students find it difficult to learn how to play an instrument due to financial constraints. We will provide opportunities for this learning to take place.	1, 2, 4,5

<p>To provide opportunities for students to broaden their personal, academic and leadership experiences by taking part in a range of extra-curricular activities. A significant proportion of the pupils who will take part will be disadvantaged students.</p>	<p>We aim to offer our students a wider range of opportunities as possible for them to take part in activities that are not just only related to the curriculum they are learning. We believe that students will become independent learners through a varied range of activities that focus on developing widening students' whole-child experience, such as educational visits, learning debating skills, etc.</p>	<p>1, 2, 3, 4. 5</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£108,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide counselling and other support opportunities to disadvantaged students in school to remove barriers to learning.</p>	<p>Early and targeted intervention to remove social, emotional and learning difficulties barriers will improve students well-being and mental health as well as their attendance and punctuality to school, which they will avoid otherwise due to their emotional and mental health.</p> <p>Our recently appointed Students Support Officer will also look at supporting families and students' wellbeing.</p> <p>We will offer 1-1 mentoring with teachers as well as counselling services both in school and with external agencies.</p>	<p>1, 2, 4, 5</p>
<p>To provide support to parents and students so that our disadvantaged students improve their attendance and punctuality.</p> <p>This will also include supporting more challenging students by offering Off-site support.</p>	<p>School Attendance Support Officer and Pastoral Support Officer will support students and parents in getting students into school regularly and on time.</p> <p>We will continue also with the support of the LA Attendance services.</p> <p>Off-site support will help challenging students to re-engage with learning and provide a more suitable learning environment so that they remain in education.</p>	<p>1, 2, 3, 4, 5</p>
<p>To provide support to disadvantaged students</p>	<p>The Pastoral Support Behaviour Team will work to support teachers and improve students' behaviour so that they learn and achieve during their time at our school.</p>	<p>1, 2, 4, 5</p>



to improve their learning behaviours	This will include having dedicated 1-1 support.	
Contingency fund for acute issues.	Based on our experiences, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £666,698**