

## 2022-2023

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	811
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2024
Date this statement was published	Dec 2022
Date on which it will be reviewed	Dec 2023
Statement authorised by	Executive Headteacher: Melanie Wicks Headteacher: Andrea Jones
Pupil premium lead	Assistant Headteacher: Gemma Lowe
Governor / Trustee lead	Janet McHugh

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£299,115
Recovery premium funding allocation this academic year	£70,380
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
<b>Total budget for this academic year</b>  <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£369,495

## Statement of intent

### Ultimate Objectives

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

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme and our inhouse tutoring programmes for students whose education has been worst affected, including non-disadvantaged students.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students 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 students in our school.

Therefore, the strategy has the following overarching objectives:

- The highest quality teaching and learning closes attainment gaps for disadvantaged students with a strong focus on maths and science.
- High quality submission of homework.
- Improved literacy skills.
- Improved study and revision skills with implementation of the VESPA mindset model to embed metacognitive skills.
- Ensuring disadvantaged students attend school and are no more likely to be suspended than non-disadvantaged.
- Parental engagement and attendance to parents' evenings for disadvantaged students is increased to support academic study.
- Improving disadvantaged students' cultural capital and wealth of experiences.

## 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.
2	Lower engagement in class and homework.
3	Reduced access to technology and curricular materials.
4	Lower parental engagement.
5	Lower attendance rates for students eligible for PP than their non-PP peers.

6	Reduced literacy levels.
7	Access to extended learning opportunities e.g. extra-curricular, trips and co-curricular.
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 (2024-25)**, 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.	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve in line with their non-disadvantaged peers and in line with national average for disadvantaged students in all key measures including basics.</p> <p>No inadequate teaching and no teaching less than good. Rosenshine's Principles fully embedded.</p>
2. Improved independent learning and study skills among disadvantaged students across all subjects with a particular focus on metacognitive approaches.	<p>2024-25 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 class observations demonstrate that disadvantaged students are more able to monitor and regulate their own learning. This finding is supported by increased active participation in learning including homework.</p> <p>VESPA mindset model embedded. Students have strategies to develop within the VESPA model in years 10 and year 11. Revision strategies and study skills embedded across Y7-Y11.</p>
3. All disadvantaged students to have their technological barrier removed.	All students have access to a suitable device and internet connection to complete their school studies from.
4. All parents of disadvantaged students positively engage with school.	By 2024/25 disadvantaged parents engage in parents' evenings and school events in line with their non-disadvantaged peers.

	Wider engagement evidenced through school communication information (e.g. School Comms; positive parent voice; engagement with ClassCharts)
5. Disadvantaged students attend school in line with their non-disadvantaged peers.	Reduction in disadvantaged persistently absent and increased attendance figures to be at least in line with national average for non-disadvantaged peers.
6. Improve literacy and comprehension for all students by the end of Key Stage 3.	By 2024-25, at least 80% of Y9 to have a reading age equal to or above their chronological reading age.  Reduction in the number of disadvantaged students requiring literacy interventions and improved curriculum sequencing from KS2-KS3.
7. Disadvantaged student's participation rate increases to enrichment opportunities.	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. Financial barriers to participation will be removed.
8. Behaviour and attitudes improve so that disadvantaged students are less likely to be suspended from school compared to non-disadvantaged.	Fewer incidents of poor behaviour choices Reduction in the number of internal exclusions and suspensions from school. Increased rewards and achievement points.
9. Disadvantaged students who are also SEND to receive the correct level of pastoral support to enable their needs to be met.	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.

### 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: £ [250,000]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>1. 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.</b></p> <p>Embedding Rosenshine's Principles across school – cost of the books purchase. £2000</p> <p>Maths mastery approach embedded across KS3 – development into Year 8 in 2022-23. £2000</p> <p>Appointing a science academic mentor tutor to support small group intervention. (£15,000)</p> <p>Appointed maths tutor for 2022-23 to support with intervention (£19,334)</p> <p>Class Charts purchased to promote an ethos of independent learning and study in relation to homework. £12,000 per year</p> <p>Effective use of SISRA for data analysis. £1495</p> <p>Online learning platform subscriptions purchased to support maths and science students with independent study skills.</p> <p>Educake £800</p> <p>Hegarty maths £800</p>	<p>EEF: High quality teaching is the best approach at improving outcomes for disadvantaged students.  <a href="https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability">https://www.gov.uk/guidance/pupil-premium-effective-use-and-accountability</a></p> <p>EEF Improving Secondary Science  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/science-ks3-ks4</a></p> <p>Rosenshine's Principles of Learning  <a href="https://teacherofsci.com/principles-of-instruction/">https://teacherofsci.com/principles-of-instruction/</a></p> <p>Walkthru Instructional Coaching Model  <a href="https://www.walkthrus.co.uk/blog-1/ethic-of-excellence">https://www.walkthrus.co.uk/blog-1/ethic-of-excellence</a></p> <p>EEF: Feedback  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p> <p>EEF: Coherently planned curriculum ensures confidence and effective implementation.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p><b>Oxford School Improvement:</b>        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.  <a href="https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%20making%20it%20work%20for%20your%20school.pdf">https://www.brighton-hove.gov.uk/sites/default/files/migrated/article/inline/Oxford%20School%20Improvement-%20The%20Pupil%20Premium%20making%20it%20work%20for%20your%20school.pdf</a></p> <p>Help with technology for remote learning  <a href="https://www.gov.uk/guidance/get-help-with-technology-for-remote-education">https://www.gov.uk/guidance/get-help-with-technology-for-remote-education</a></p>	1, 2, 9

<p>Improving Teaching Programme with Tom Sherrington and John Tomsett £8,000</p> <p>Embed instructional coaching across the school to aid pedagogical development of all teachers.</p>		
<p><b>2. Improved independent learning and study skills among disadvantaged students across all subjects with a particular focus on metacognitive approaches.</b></p> <p>VESPA mindset training CPD for senior leaders and inclusion team. £600</p> <p>Implementation of VESPA across the tutor curriculum and intervention groups – extended into Year 10 in 2022-23</p> <p>Revision cycle revisited with all teachers and students.</p> <p>Independent study skills sessions in all year groups in tutor time.</p> <p>Study packs £300</p> <p>Elevate Study Session with DA UPA to support achievement of the top grades £500</p>	<p>Mindset Research <a href="https://www.vespa.academy/research.html">https://www.vespa.academy/research.html</a></p> <p>VESPA <a href="https://www.vespa.academy/">https://www.vespa.academy/</a></p> <p>Disadvantaged and remote learning <a href="https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning">https://www.nuffieldfoundation.org/news/disadvantaged-pupils-less-engaged-in-remote-learning</a></p> <p>Metacognition <a href="https://www.sec-ed.co.uk/news/how-to-unlock-the-learning-potential-of-metacognition/">https://www.sec-ed.co.uk/news/how-to-unlock-the-learning-potential-of-metacognition/</a></p> <p>EEF PP <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium">https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium</a></p> <p>EEF Metacognition <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p> <p>EEF Feedback <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a></p>	<p>1, 2</p>
<p><b>3. All disadvantaged students to have their technological barrier removed.</b></p> <p>Sourcing of laptops and dongles for students to use.</p> <p>Quality assurance activities to establish students in need of using a device.</p>	<p>Digital divide <a href="https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on">https://www.educationdevelopmenttrust.com/our-research-and-insights/commentary/bridging-the-digital-divide-evidence-and-advice-on</a></p> <p>Class Charts Homework Tool <a href="https://pages.classcharts.com/homework/">https://pages.classcharts.com/homework/</a></p>	<p>3</p>

<p><b>4. Reading ages for all disadvantaged students are at least in line with their chronological reading age by the end of KS3.</b></p> <p>CPD for literacy leader and whole school</p> <p>DEAR Time/Tutor Curriculum reading for betterment programme introduced</p> <p>Book Buzz for Y7</p> <p>Literacy online subscriptions purchased</p> <p>Spell Zone to improve students' spellings skills. £300</p> <p>Ruth Miskin Fresh Start (phonics intervention) £301 – training for key staff and interventions for identified students</p> <p>Catapult/Kerboodle £869</p> <p>Target English cohorts established.</p> <p>NGRT reading assessments purchased, staff trained, and programme implemented to give us more accurate and detailed information about each individual student to inform interventions £4,300</p>	<p>UCL: Good literacy skills are crucial to closing the attainment gap. <a href="https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use">https://www.ucl.ac.uk/reading-recovery-europe/reading-recovery/school-case-studies/exceptional-use</a></p> <p>Literacy Trust: Improving boys reading through technology <a href="https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/">https://literacytrust.org.uk/research-services/research-reports/improving-literacy-skills-disadvantaged-teenage-boys-through-use-technology/</a></p> <p>Improving boy's literacy <a href="https://files.eric.ed.gov/fulltext/ED611337.pdf">https://files.eric.ed.gov/fulltext/ED611337.pdf</a></p> <p>Closing the gap <a href="https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf">https://www.york.ac.uk/media/iee/documents/Closing%20the%20Gap.pdf</a></p> <p>EEF: Literacy in Secondary Schools <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	6
<p><b>5. The attainment amongst disadvantaged SEND students improves across the curriculum.</b></p> <p>Effective use and deployment of teaching assistants.</p> <p>CPD for all staff on adaptive practice</p> <p>Aspire Centre Mentoring Programme for DA SEND students</p> <p>Bespoke interventions with maths tutor for identified DA SEND students</p> <p>Outstanding TA Programme (Cost: £6,000).</p>	<p>EEF: Effective use of teaching assistants <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	9

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

*Budgeted cost: [ £100,000]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>1. <b>Improved progress and attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths and science.</b></p> <p>Using SISRA to target the correct students.</p> <p>Core and EBACC interventions in tutor time being led by subject leaders in small groups bespoke to areas of focus.</p> <p>Brilliant tutoring programme (£2620)</p> <p>Raising achievement meetings to share the strategies between maths, science and English.</p> <p>Deliver a programme of core data driven tutor time interventions largely focused on maths and science.</p> <p>Maths academic mentor to lead bespoke maths interventions (£19,340)</p>	<p>EEF: Approach to Intervention. Small groups or 1-2-1 support works best to improve outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition</a></p> <p>Catch-up education must not be one off intervention</p> <p><a href="https://www.nuffieldfoundation.org/news/catch-up-education-for-disadvantaged-pupils-must-not-be-a-one-off-intervention">https://www.nuffieldfoundation.org/news/catch-up-education-for-disadvantaged-pupils-must-not-be-a-one-off-intervention</a></p> <p>More able tutoring</p> <p><a href="https://thebrilliantclub.org/brilliant-tutoring/">https://thebrilliantclub.org/brilliant-tutoring/</a></p> <p>Targeted interventions for pupil premium</p> <p><a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/">https://www.sec-ed.co.uk/best-practice/pupil-premium-general-and-targeted-interventions/</a></p> <p>VESPA - Mindset</p> <p><a href="https://www.vespa.academy/research.html">https://www.vespa.academy/research.html</a></p>	1, 2, 6



<p>National Tutoring Programme for Maths and science. £9000</p> <p>VESPA mindset curriculum to be introduced in the spring term for Year 10 to actively engage students in their learning.</p>	<p>Bedrock vocabulary – Closing the word gap</p> <p><a href="https://bedrocklearning.org/what-is-bedrock-learning/closing-the-word-gap/">https://bedrocklearning.org/what-is-bedrock-learning/closing-the-word-gap/</a></p> <p>Closing the reading gap</p> <p><a href="https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading">https://educationendowmentfoundation.org.uk/news/caroline-bilton-in-tes-on-the-power-of-shared-reading</a></p> <p>Closing the vocabulary gap</p> <p><a href="https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/">https://www.sec-ed.co.uk/best-practice/pupil-premium-closing-the-vocabulary-gap/</a></p> <p>Effective use of Teaching Assistants</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p>	
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#### Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ [19,495]

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>4. All parents of disadvantaged students positively engage with school.</b></p> <p>After each parent evening head of year analyses year group, collates round robin and contacts all parents who did not attend.</p> <p>SLT link communicates with disadvantage lead for support.</p> <p>Regular phone calls to disadvantaged parents of positive behaviours to build relationships</p> <p>Regular follow up for attendance from parents to school events e.g. transition, IAG, year 11 revision events.</p>	<p>Parental involvement is key to child's success</p> <p><a href="https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success">https://www.publicschoolreview.com/blog/parental-involvement-is-key-to-student-success</a></p> <p>Leading Parent Partnership Award (LPPA)</p> <p><a href="https://www.awardplace.co.uk/award/lppa">https://www.awardplace.co.uk/award/lppa</a></p> <p>(We currently hold this, in process for reaccreditation in 2022)</p> <p>EEF: Parental Engagement</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	<p>4</p>

<p>Improve parents' evening attendance through early communication and follow up with parents. Text, email and phone calls. All disadvantaged students to receive a phone calls if they have not signed up already.</p> <p>Use of School Cloud, to encourage attendance.</p> <p>Class Charts link of the website and newsletters are on the website.</p> <p>Improved Parental Communication - Purchase of School Comms £12,000 per year</p>		
<p><b>5. Disadvantaged students attend school in line with their non-disadvantaged peers.</b></p> <p>Appointment of new attendance and family liaison officer to support families in getting students into school.</p> <p>Purchase SOL attendance package to include training for key staff and attendance tracker (£2,500)</p> <p>Students with low attendance will be provided with structured support in accordance with the attendance policy. Working closely with parents, attendance team.</p> <p>Quality assurance framework</p>	<p>NFER Being Present: The power of attendance and and stability for disadvantaged pupils. <a href="https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/">https://www.nfer.ac.uk/being-present-the-power-of-attendance-and-stability-for-disadvantaged-pupils/</a></p> <p>Principles of effective pupil premium teaching <a href="https://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/">https://www.sec-ed.co.uk/best-practice/some-principles-of-effective-pupil-premium-teaching/</a></p>	<p>4, 5</p>
<p><b>6. Disadvantaged student's participation rate increases to</b></p>	<p>Sutton Trust: Subject to background <a href="http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf">http://www.educationengland.org.uk/documents/pdfs/2015-sutton-subject-to-background.pdf</a></p>	<p>7 and 2</p>

<p><b>enrichment opportunities.</b></p> <p>Targeted revision sessions for disadvantaged students.</p> <p>University visits and GM higher events with a disadvantaged focus.</p> <p>Increased participation rates on reward trips and educational visits.</p> <p>Financial barriers removed to access enrichment trips to enable DA to develop richer cultural capital.</p> <p>Theatre visits arranged for disadvantaged students.</p> <p>Trust aspiration programme.</p>	<p>EEF: Enrichment</p> <p>Extending learning beyond traditional academic priorities, including careers education, and participation in the arts and sports. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p> <p>Using digital technology to improve learning <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p> <p>Who has missed out on extra-curricular during lockdown <a href="https://livemore.yha.org.uk/education/who-has-missed-out-on-extracurricular-and-enrichment-over-lock-down">https://livemore.yha.org.uk/education/who-has-missed-out-on-extracurricular-and-enrichment-over-lock-down</a></p> <p>Raising Aspiration <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a></p>	
<p><b>7. Disadvantaged students are less likely to be suspended from school.</b></p> <p>Part of the DfE Behaviour Hubs Programme to support ongoing improvements in behaviour, attitudes and attendance – including best practice visits.</p> <p>Two additional pastoral support workers employed to support students in year groups and reflect base, which has been moved to support more focused intervention.</p> <p>Class charts purchased to enable leaders to track interventions using provision mapping £12,000.</p> <p>Young carers have a package of support to support their needs.</p>	<p>EEF: Wider Strategies of support for disadvantaged students. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>Improving behaviour: Class Charts <a href="https://www.teachertoolkit.co.uk/2017/05/09/classcharts-3/">https://www.teachertoolkit.co.uk/2017/05/09/classcharts-3/</a></p> <p>Young Carers Programmes: <a href="https://carers.org/how-your-school-can-support-young-carers/young-carers-in-schools">https://carers.org/how-your-school-can-support-young-carers/young-carers-in-schools</a></p> <p>EEF: Wider Strategies of support for disadvantaged students. <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/3-wider-strategies</a></p> <p>EEF: Behaviour Interventions. <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a></p>	<p>8 and 2</p>



<p>New Assistant Headteacher appointed for pastoral and Associate Assistant Headteacher for Year 7 responsibility.</p> <p>New Deputy Headteacher appointed to strengthen Behaviour, Attendance and Culture.</p>		
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**Total budgeted cost: £ [369,495]**

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

Aim	Outcome																									
1. Improved attainment among disadvantaged students across the curriculum at the end of KS4, with a particular focus on maths and science.	<table><tr><th colspan="5">Impact on Outcomes for Pupil Premium Students 2019-22</th></tr><tr><th colspan="3">Maths (DA)</th><th colspan="2">Science (DA)</th></tr><tr><th></th><th>2019</th><th>2022</th><th>2019</th><th>2022</th></tr><tr><td>Grade 5+</td><td>15%</td><td>26%</td><td>13%</td><td>26%</td></tr><tr><td>Grade 4+</td><td>28%</td><td>55%</td><td>21%</td><td>44%</td></tr></table> <ul style="list-style-type: none"><li>Of the 31 students in the class of 2022 who received tutoring through the LHS school led tutoring programme, 65% of these students met or exceeded their individual targets.</li><li>Of the 59 students in the class of 2022 who received tutoring through the National Tutoring Programme, 56% of these students met or exceeded their individual targets.</li><li>For 2022 the disadvantaged gap has narrowed quite significantly compared to 2019 results when students last sat exams marked externally. We will focus on narrowing of this gap even further.</li><li>The gaps have narrowed significantly in 4+ and 5+ figure. The progress 8 gap has narrowed by nearly half a grade.</li><li>English has seen an increase in the 7+ figure since 2019.</li><li>Maths have seen a significant increase across all measures. Especially the 4+ result since 2019. The gap has also significantly narrowed across 4+ and 7+.</li><li>Since have seen a significant increase for disadvantaged attainment across 4+ and 5+ measure.</li></ul>	Impact on Outcomes for Pupil Premium Students 2019-22					Maths (DA)			Science (DA)			2019	2022	2019	2022	Grade 5+	15%	26%	13%	26%	Grade 4+	28%	55%	21%	44%
Impact on Outcomes for Pupil Premium Students 2019-22																										
Maths (DA)			Science (DA)																							
	2019	2022	2019	2022																						
Grade 5+	15%	26%	13%	26%																						
Grade 4+	28%	55%	21%	44%																						
2. Improved independent learning and study skills among disadvantaged students across all subjects with a	<p>The positive introduction of the Class Charts platform has supported greater communication and consistency around the completion of homework:</p> <ul style="list-style-type: none"><li>88% of parents are satisfied with the quality of homework.</li><li>92% of staff agree that Class Charts has improved the experience for students with homework.</li><li>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.</li></ul> <p>This academic year we have further developed study skills by introducing knowledge organisers to the curriculum. Students in all year groups have used these in tutor time</p>																									

<p>particular focus on metacognitive approaches.</p>	<p>to practice revision and study skills. All students also received a lesson delivered by the Assistant Headteacher focused on effective and impactful revision strategies to further embed independent study skills.</p> <p>High Prior Attaining disadvantaged students also received a Study Senei Elevate session which was specifically aimed at achieving the highest grades through a range of independent study skills.</p> <p>A programme of masterclasses were adopted for disadvantaged students during tutor time in order to access the higher grades, to support increasing attainment and more effective revision skills.</p> <p>The VESPA mindset model was adopted into the Y10 tutor curriculum to further develop stronger study skills with disadvantaged students.</p> <p>This has depicted positive increases across the VESPA strands of efforts, systems and attitude.</p>
<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. Over 100 devices were given out during COVID-19 to support students with their learning.</p> <p>This academic year we have loaned a further 17 laptops for students to use as a device at home. They continue to be given out on loan through requests.</p>
<p>4. All parents of disadvantaged students positively engage with school.</p>	<p>We have further supported and 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"> <li>• School Cloud booking system for parents has been introduced to easily make appointments for parents evening using an app.</li> <li>• Head of Year, form tutors and the office staff follow a system to send texts and phone calls to ensure appointments are made.</li> <li>• The inclusion team offer 1:2:1 additional parent meetings virtually or face to face for disadvantaged students with special educational needs.</li> <li>• We hold some of the parent meetings virtually in Y8, Y9 IAG and Y10 to further support parents experience of and engagement with parents' evenings.</li> <li>• Tracking system was implemented to track attendance at parents evening and whole school events.</li> <li>• Online portal was implemented in 2021 for communication.</li> <li>• 86% of parents agree with the level of communication they receive from our most recent school survey.</li> </ul> <p>There has been an increased engagement amongst our disadvantaged parents engaging in school compared to previous years. School Cloud used for parents' evening and increased focus pre and post parents has detailed stronger engagement.</p>
<p>5. Disadvantaged students attend school in line with their non-disadvantaged peers.</p>	<p>In order to improve the analysis of attendance we have purchased SOL attendance tracker and employed a new family liaison officer.</p> <p>Form tutors make contact with parents/carers if a child is absent.</p> <p>Heads of year analyse the data for their year groups and it is monitored through quality assurance activities.</p> <p>Additionally an education welfare officer was appointed across the trust to support increasing the attendance with our disadvantaged students.</p>

	Attendance data: <b>2021-22</b> <table><tr><td><b>Disadvantaged</b></td><td colspan="4">87.3%</td></tr><tr><td><b>National</b></td><td colspan="4">Not yet available however FFT National for FSM6 85.8%</td></tr></table> Whilst there have been improvements in the attendance of disadvantaged students, and this remains above the relevant published national data for the same cohort, disadvantaged students' attendance remains a key priority.					<b>Disadvantaged</b>	87.3%				<b>National</b>	Not yet available however FFT National for FSM6 85.8%																							
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6. Improve literacy and comprehension for all students by the end of Key Stage 3.	<ul style="list-style-type: none"><li>A literacy recovery curriculum was put in place post-covid to close gaps and accelerate progress.</li><li>To support the improvements to literacy we introduced a form time reading programme linked to PSHE and this forms part of our reading for betterment programme.</li><li>Investment in the library and new books.</li><li>NRGT testing in place for all of KS3, with bespoke intervention packages in place for phonics, comprehension and reading fluency.</li><li>CPD for key staff to deliver specific literacy interventions.</li></ul>																																		
7. Disadvantaged student's participation rate increases to enrichment opportunities.	<p>In student voice, all students indicated they had participated in at least one cultural capital or enrichment event such as City Inspires, careers trips, theatre trips, science Big Bang trips, sporting events, University trips, fieldwork, as well as drop-down days in school, work experience placements and student leadership opportunities.</p> <table><tr><th>Year group</th><th colspan="2">Attendance to trips</th><th colspan="2">Any other enrichment/cultural capital events</th></tr><tr><td></td><th>DA</th><th>Non-DA</th><th>DA</th><th>Non-DA</th></tr><tr><td>Y7</td><td>91%</td><td>92%</td><td>100%</td><td>100%</td></tr><tr><td>Y8</td><td>60%</td><td>80%</td><td>100%</td><td>100%</td></tr><tr><td>Y9</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr><tr><td>Y10</td><td>100%</td><td>100%</td><td>100%</td><td>100%</td></tr></table> <p>Most popular clubs were Sports, Comic Club, Drama Production, Eco Club, Debate Club, Science Club, Politics Project.</p>					Year group	Attendance to trips		Any other enrichment/cultural capital events			DA	Non-DA	DA	Non-DA	Y7	91%	92%	100%	100%	Y8	60%	80%	100%	100%	Y9	100%	100%	100%	100%	Y10	100%	100%	100%	100%
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Y10	100%	100%	100%	100%																															
8. Behaviour and attitudes improve so that disadvantaged students are less likely to be suspended from school compared to non-disadvantaged.	<p>A programme of mentoring took place with tutors of disadvantaged students to support more positive behaviour choices.</p> <p>Within each year group the disadvantaged mentoring programme has demonstrated positive impact with the behaviour of student within the different year groups. This has also supported a change in the attitude to learning within school across the range of subject areas.</p> <p>Tutors are able to discuss and identify inclusion barriers to learning and put additional support in place for their tutees.</p>																																		

	<ul style="list-style-type: none"> <li>At least 50% or more of disadvantaged students improved their behaviour and attendance and attitude to learning score from the mentoring programme.</li> <li>Positively, in Years 8-11 disadvantaged student have fewer counts of C2 incidents than non-disadvantaged students.</li> <li>In Year 9 and Year 10 disadvantaged students have a lower count for C2 incidents than non-disadvantaged students.</li> <li>In Year 11 the gap between behaviour of C2 and C3 incidents for disadvantaged against non-DA is highly positive and has narrowed considerably evidencing ongoing impact.</li> </ul>
9. Disadvantaged students whom are also SEND to receive the correct level of pastoral support to enable their needs to be met.	<p>Positively, when comparing the outcomes for SEND/DA students in 2019 with those from 2022 the gap has narrowed significantly for disadvantaged students whom are SEND from -2.52 to -0.68, and attainment 8 improved from 6.55 to 23.00.</p> <ul style="list-style-type: none"> <li>Increased capacity of pastoral support workers to support inclusion interventions.</li> <li>ASPIRE Centre manager to support disadvantaged students accessing SEND provision in ASPIRE.</li> <li>Academic mentor for maths appointed to deliver 1:2:1 interventions.</li> <li>National Tutoring Programme of 1:2:1 sessions developed.</li> <li>Class Charts purchased to track interventions.</li> </ul>

### 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"> <li>Support mentoring via Pastoral Support Workers.</li> <li>Mental health and wellbeing support and counselling provided.</li> <li>Individual mentoring programme to support engagement with and access to the full curriculum.</li> </ul>	<p>Service Premium students received a mentor who they met to support them with well-being and academic support as appropriate.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>We had 2 service premium students in 2021-22 (this was 2 students in Y8 moving into Y9)</p> <p><b>2 students were in Y8 last year:</b></p>





2 Y8 working at target grades in all subjects. Both students had a 'Good' attitude to learning at the end of the academic year

In the next academic year we have four students.

Two students in Y9

Two students in Y7