

Autumn 2022 - Review of Pupil Premium Strategy statement from 2021/22 and ongoing Statement for remaining 2 years; 2022/23 to 2023/24.

This statement reviews 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 students.

School overview

Detail	Data
School name	Lostock Hall Academy
Number of students in school	726
Proportion (%) of pupil premium eligible students	19.42%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Originally written in 2021/22. Remaining 2 years of the plans from 2022/2023 to 2023/2024.
Date this statement was published	December 2021 and reviewed October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mrs N Tucker Senior Assistant Vice Principal
Pupil premium lead	Mrs N Tucker Senior Assistant Vice Principal
Governor / Trustee lead	Mrs M Martin. Safeguarding and PP Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£100,470
Recovery premium funding allocation this academic year	£46,104
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil premium strategy plan

Statement of intent

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

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attaining students. We will also consider the challenges faced by our vulnerable students, such as those who have a SEND need, those with a social worker and young carers. The activities we have outlined in this statement are 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 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.

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

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment in class and whole school, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Literacy gaps, attainment and progress gaps

	<p>Assessments, observations discussion with staff indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>During recent whole school diagnostic assessments PP students in KS3 and KS4 demonstrated poorer reading comprehension than peers. They also demonstrated a wider deterioration in reading comprehension during the recent lock down than peers, falling further behind age-related expectations.</p>
2	<p>Numeracy gaps, attainment and progress gaps</p> <p>Assessments, observations discussion with staff indicate that disadvantaged students generally have lower levels of numeracy than peers. This impacts their progress in a wide range of subjects.</p> <p>During recent subject and whole school diagnostic assessments PP students in KS3 and KS4 demonstrated poor numeracy retention. They also demonstrated a wider deterioration in numeracy during the recent lock down than peers, falling further behind age-related expectations.</p>
3	<p>Attendance</p> <p>Our attendance data over the last 5 years indicates that attendance among disadvantaged students has been between 2-3% lower than for non-disadvantaged students. This has increased to just over 5% during 20-21 and 7.7% in 21-22.</p> <p>The PP v Non-PP gap has been impacted as a result of the national pandemic, despite considerable efforts by the attendance and BfL team to ensure that students were in school. However, attendance remained better than the national picture despite the gap widening in school.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
4	<p>Readiness to Learn (equipment, social and emotional support and financial difficulties)</p> <p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, as well as financial difficulties.</p> <p>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. It is also driven by financial difficulties made worse by the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</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	Review of outcome
<p>Literacy & Numeracy To support students in acquiring robust literacy and numeracy skills which underpin achievement in all subjects across the curriculum.</p>	<p>Success to be judged through a narrowing of the in-school gap in attainment between PP and Non PP (based on PA); this relates to pre-existing gaps from KS2 as well as those generated by the pandemic.</p> <p>Gaps to be judged through summative GL assessments, formative and summative in class assessments.</p> <p>Literacy Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Numeracy Numeracy tests demonstrate improved numeracy skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>	<p><u>Review of 21/22</u> GL assessments undertaken in April 21 identified PP students who needed catchup. Data shows the following improvements in literacy over the year:</p> <p>Yr 7 – improvement from 39% to 69% working at or above expected standard. Yr 8 – improvement from 40% to 63% working at or above expected standard. Yr 9 – improvement from 34% to 68% working at or above expected standard.</p> <p>Interventions which have taken place are:</p> <ul style="list-style-type: none"> • weekly Reading Plus lessons in KS3 • weekly Century Tech lessons in KS4. • School Led Tutoring • In class and small group support for students in maths <p>21/22 primarily focused on literacy. 22/23 will also focus on support in Maths.</p>
<p>Attainment and Progress To continue to improve P8, A8, Grade 5+ EM and Ebacc uptake for PP students to achieve at least the</p>	<p>Success to be judged through a narrowing of the in-school attainment and progress gaps between PP and Non PP. Aiming for no gap.</p>	<p><u>Review of 21/22</u> There have been positive outcomes for PP student in the summer 2022 exams. PP progress has improved from -0.9 at last</p>

<p>same as National like for like students.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</p> <ul style="list-style-type: none"> • P8 in line with national of 0. • Attainment 8 score in line with national of 44.9 (2019 national) • Grade 5+EM of 41.3 (2019 national) • EBacc average point score of 3.9 (2019 national) 	<p>inspection to +0.05 this year.</p> <p>P8 +0.05 A8 46.45 Grade 5+EM 40% Ebacc uptake 30% Ebacc APS 3.8%</p> <p>Work will continue to support existing cohorts of PP students to achieve well, and in line with national expectations.</p>
<p>Attendance To continue to improve attendance to reduce the in-school gap between PP and Non PP.</p>	<p>Success to be judged through a narrowing of the in-school gap between PP and Non PP. Aiming for no gap.</p>	<p><u>Review of 21/22</u> The gap between disadvantaged and non-disadvantaged students was 7.7% in 21/22, which is higher than in previous years.</p>
<p>Readiness to Learn To continue to support students' readiness to learn through pastoral, social, emotional and practical support.</p>	<p>Success to be judged through individual students' ability to participate in lessons and extra-curricular activities.</p>	<p><u>Review of 21/22</u> In addition to academic support, students have been supported with equipment, mentors, Forest School and continue to be supported through the SIT meetings.</p>

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: £ 119,342.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (GL progress tests, GL phonics).</p> <p>Training will be provided to the Progress Assistant, other key curriculum and support staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF</p>	1
<p>Enhancement of our maths teaching in line with DfE KS3 and EEF guidance.</p> <p>We will support teachers in embedding key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</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>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models.</p>	2
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p>	1

<p>Literacy in Secondary Schools guidance.</p> <p>All subject areas will work with students to develop disciplinary literacy.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 18,831

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal teaching programme (Reading Plus, Century Tech) 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>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Engage with the School Led Tutoring programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose 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>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2,</p>

<p>We will support individual students who are not meeting age related expectations, by providing additional maths tutoring to facilitate the narrowing of the gap.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Attendance/support officers will work to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3</p>
<p>Contingency fund for acute issues (for core subjects, foundation and hardship).</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>4</p>
<p>To continue to support students’ readiness to learn through pastoral, social, emotional and practical support through provision of Forest School.</p>	<p>Social and emotional learning (SEL) interventions seek to improve students’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions in Forest School focus on the ways in the student work alongside their peers, but impact on how they work with teachers, family and community.</p> <p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p>	<p>4</p>

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	
	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	

Total budgeted cost: £146,573.90

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 students in the 2021 to 2022 academic year.

Review of 21/22

We have analysed the performance of our school's disadvantaged pupils during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was +0.05. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 46.45

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.15.

Key stage 4 data and our internal assessments suggest that some strong individual performances contributed towards excellent progress and attainment of the school's disadvantaged pupils in 2021/22. For the cohort who left this year, we are extremely pleased that the P8 and A8 are significantly higher than national as these outcomes will provide our students with the best opportunities in their next steps and beyond.

EBacc entry for disadvantaged pupils was 30%, which is considerably higher than in previous years and similar to the non-disadvantaged students in school .

Absence among disadvantaged pupils was 7.7% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged pupils remains a focus of our current plan.

Our assessments demonstrated that pupil behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. The Academy is focusing a large element of catch up support on improving Behaviour for Learning.

These results mean that whilst we have achieved some of the outcomes that we set out to achieve by 2024/25, as stated in the intended outcomes section above, this does not necessarily mean that each outcome will be achieved every year. Each cohort is very different in terms of prior attainment and future capability, therefore, we will continue to treat each student as an individual and support each student to the best of our ability.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in this academic year section above.