

# Pupil premium strategy statement – Lostock Hall Academy

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and outcomes for disadvantaged students last academic year.

## School overview

Detail	Data
Number of students in school	781
Proportion (%) of pupil premium eligible students	18.46%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement for each academic year)</b>	2024/2025 to 2026/2027
Date this statement was published	December 2024 Review of Yr 1 - Dec 2025
Date on which it will be reviewed	Review of Yr 2 – Dec 2026 Review of Yr 3 – Dec 2027
Statement authorised by	Mrs J Butterworth, Head of School
Pupil premium lead	Mrs N Tucker, Senior Assistant Vice Principal
Governor / Trustee lead	Mrs M Scrivens, Trustee for PP and Safeguarding.

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£128,410
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£128,410</b>

# 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 attainers.

We will consider the challenges faced by vulnerable students, 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 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

The academy focus for high-quality teaching is **responsive teaching and learning**. This means that PP students will be prioritised when:

- Responding to the formative assessment recording system CPA
- Will be in receipt of re-teaching of components of knowledge not understood by PP students within class
- Will be in receipt of high-quality verbal and written feedback that moves learning forward
- Will be in receipt of targeted group intervention
- Will be in receipt of personalised interventions, attending to social, emotional and academic needs

Our strategy will continue to consider where additional support is required for students whose education and wellbeing were impacted by the COVID-19 pandemic, notably through school led tutoring for students whose education has been worst affected. Specifically, we are seeking to expose PP students to a wealth of cultural capital thinking and experiences (Ready to Thrive; Careers; extra-curricular; visits; rich Personal Development curriculum).

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 students excel. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set – directional feedback that is acted upon
- act early to intervene at the point need is identified – targeted group intervention
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve – responsive teaching and learning (using CPA to respond to PP; CPD focus on high-quality feedback).

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attainment</b> Gaps exist between the outcomes of PP students and Non PP students. P8 for PP students has varied over time; PP progress had improved from -0.9 to +0.05 in 2022 but has declined in 2023 to -0.45 and -0.48 in 2024 (provisional). Gaps remain across the key performance measures, between PP and Non PP students.
2 I have adapted the wording of this section.	<b>Literacy</b> Assessments, observations and discussion with staff indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.  During recent whole school diagnostic assessments PP students in KS3 and KS4 demonstrated poorer reading comprehension than peers.  PP students are still more likely to have gaps in their phonic knowledge and have lower levels of fluency than non-PP students. This in turn, leads to lower levels of reading comprehension and more restricted access to the secondary curriculum.
3	<b>Attendance</b>  Overall Attendance  Attendance at LHA is generally about 2% higher than the national data.  Our attendance data prior to the pandemic indicates that attendance among disadvantaged students had been between 2-3% lower than for non-disadvantaged students. This has increased to just over 5% during 20-21, 7.7% in 21-22, 7.4% in 22-23 and 6.4% in 23-24. Although the gap is narrower than that seen nationally (7.4%), the Academy is motivated to reduce the in-school gap.  <u>Persistently Absent (PA)</u>  PA for all students in 23/24 was 20% (national 27%). PA for PP students in 23/24 was 45% (national 45%) with Non PP at 15% (national 20%). Although the gap is narrower than that seen nationally for PP students (20%), the Academy is motivated to reduce the in-school gap.  The PP v Non-PP gap has been impacted as a result of the ongoing challenges following the national pandemic, despite considerable efforts by the attendance and BfL team to ensure that students are in school. Since the pandemic, the school has seen a small increase in

	<p>the number of students becoming school refusers or poorer attenders than pre-pandemic.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
4	<p><b>Readiness to Learn (equipment, social and emotional support and financial difficulties)</b></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> <p>Disadvantaged students feature disproportionately in safeguarding and counselling needs.</p> <p>An increasing number of students are arriving at secondary education stage with more complex social needs. School staff need to be trained to meet those needs.</p> <p>Disadvantaged students feature more in the need for internal alternative provision. Resources and staffing are needed for this provision.</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
<p><b>Attainment</b></p> <p>To continue to improve P8, A8, Grade 5+ EM and Ebacc uptake for PP students to achieve at least the same as National like for like students</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>Annual KS4 outcomes demonstrate that disadvantaged students achieve the same as national or better:</p> <ul style="list-style-type: none"> <li>• P8 in line with national of 0.</li> <li>• Attainment 8 score in line with national of 44.9 (2019 national)</li> <li>• Grade 5+EM of 41.3 (2019 national)</li> <li>• EBacc average point score of 3.9 (2019 national)</li> </ul>
<p><b>Literacy</b></p> <p>Improved reading comprehension among</p>	<p>From 2024 onwards:</p> <p>KS3</p>

<p>disadvantaged students across KS3.</p>	<ul style="list-style-type: none"> <li>- Recording and monitoring of the Fresh Start Phonics Programme will evidence the closing of KS1 phonic gaps</li> <li>- Recording and monitoring of Reading Plus benchmark assessments will evidence increased fluency and reading accuracy In Year 7,8 and 9</li> <li>- Yearly National Group Reading Tests (GL) will demonstrate the gap between PP and non-PP students closing in reading comprehension</li> </ul> <p>KS4</p> <ul style="list-style-type: none"> <li>- GCSE English Language outcomes will demonstrate a closing in the gap between non-PP and PP learners. (2025 results +0.26 Disadvantaged compared to +0.58 non-disadvantaged)</li> <li>- GCSE outcomes will demonstrate the P8 is aligned between non-PP and PP learners.</li> </ul>
<p><b>Attendance</b> To continue to improve attendance of our disadvantaged students 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><b>Readiness to Learn</b> 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 (including internal alternative provision) and extra-curricular activities.</p> <p>Improvements in students' ability to participate and engage in secondary education as a result of the new Thrive programme, in conjunction with other existing interventions such as forest school, nurture and other well-being intervention programmes.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£86,807**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of standardised diagnostic assessments (GL progress tests, Fresh Start Phonics, NGTR and NGST reading and spelling).	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: <a href="#">Diagnostic assessment   EEF</a> <a href="#">GL Standardised Assessment</a>	1, 2
Continue to employ Intervention lead teacher to implement one-to-one and small group intervention.  To work with other key curriculum and support staff, including progress assistant to ensure assessments are interpreted correctly, interventions are timely and impact evaluated.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind: <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a>	1, 2

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

Budgeted cost: **£16,304**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group support for students in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Use of Ruth Miskin Read Write Inc Resources and own resources to address fluency in reading, spelling and handwriting.</p> <p>Continue to provide intervention within lesson through TA support alongside bespoke intervention English Lesson at KS3 to address gaps in reading comprehension / writing skills. Those in need of Phonics will develop this during tutor time tuition (Year 7) or 1 hour a week with member of the SEND team through 1:1 support during Yrs 8-10.</p> <p>We will support individual students who are not meeting age related expectations, by providing additional English, maths and science intervention to facilitate the narrowing of the gap.</p> <p>A Student Intervention Team drives close collaboration and action across the Academy for those students with the greatest catch-up needs. The Intervention lead teacher and the Director of Global faculty are employing increased monitoring of T&amp;L actions and outcomes.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind:</p> <p><a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a></p> <p><a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	1, 2
<p>Improving literacy in all subject areas in line with recommendations in the EEF <a href="#">Improving Literacy in Secondary Schools</a> guidance.</p> <p>Whole school approach to supporting phonics and fluency: 'best friends – sound talk – say the word'</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p><a href="#">Improving Literacy in Secondary Schools   Teaching and Learning Toolkit   EEF</a></p>	1, 2

<p>All subject areas will work with students to develop disciplinary literacy.</p> <p>Whole school strategy on tier 2 vocabulary is embedded. (Academic Word of the Week)</p> <p>All subjects write disciplinary literacy targets into their SDPs.</p>	<p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="Word-gap.pdf (oup.com.cn)">Word-gap.pdf (oup.com.cn)</a></p>	
<p>Continuing with a targeted reciprocal reading programme (Reading Plus, Century Tech) as a reading intervention for disadvantaged students 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><a href="Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2
<p>Phonics training, in the use of Fresh Start Phonics, has been provided for a wide variety of key staff and the academy has also undertaken consultancy support from the Ruth Miskin organisation. This will be further developed during 24/25.</p> <p>English curriculum is being adapted to support those that have completed phonics intervention and need to master accuracy, automaticity and fluency, before they master comprehension.</p> <p>Students in I and P will cement their Phonics knowledge through use of Fresh Start Anthologies during the English Intervention Session. For sets L and H - challenging reading material used via Century Tech and for sets A and S focus on reading fluency through plays / short dyslexia friendly class readers has been implemented.</p>	<p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds:</p> <p><a href="Phonics   Toolkit Strand   Education Endowment Foundation   EEF">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Reading fluency 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><a href="Reading Fluency   Teaching and Learning Toolkit   EEF">Reading Fluency   Teaching and Learning Toolkit   EEF</a></p> <p><a href="GOV.UK The Reading framework">GOV.UK The Reading framework</a></p>	1, 2

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

Budgeted cost: £25,299

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding good practice set out in DfE's guidance on <a href="#">working together to improve school attendance</a>.</p> <p>Developing use of synergy Attend.</p> <p>Staff training and release time to develop and implement procedures.</p> <p>Attendance/support officers will be appointed to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><a href="#">GOV.UK - working together to improve school attendance</a></p>	3
<p>Adoption of a Thrive approach for specific students who require support with regulating their behaviour and emotions.</p> <p>This includes training for school staff, collaboration with our trainer and Thrive Practitioner release time.</p>	<p>There is evidence to suggest that Thrive can have an impact on identifying and plugging gaps and missed age development milestones.</p> <p><a href="#">Social-and-emotional-learning   Teaching and Learning Toolkit   EEF</a></p>	4
<p>Purchase of resources and allocation of staffing to support the 'internal alternative provision' pathway, for those at risk of permanent exclusion.</p> <p>The courses align with existing GCSE curriculums to ensure that students are well prepared for their GCSEs.</p> <p>Students will work with EdClass staff and LHA staff to follow their usual timetables.</p> <p>All alternative provision activities are assessed using the fully automated baseline and diagnostic testing system, to enable us to monitor and track individual student progress.</p>	<p>EDClass is accredited by the Department for Education as an alternative provider of online education.</p> <p>EEF highlight Behaviour Interventions and Individualised Instructions as having +4 impact on student progress.</p> <p><a href="#">Behaviour Interventions   Teaching and Learning Toolkit   EEF</a></p> <p>Research is currently ongoing to investigate the success of internal alternative provision, in reducing permanent exclusions.</p> <p><a href="#">Internal Alternative Provision   Teaching and Learning Toolkit   EEF</a></p>	1, 3, 4
To continue to support students' readiness to learn through pastoral, social, emotional and practical support through provision of <b>Forest School</b> .	Social and emotional learning (SEL) interventions seek to improve students' decision-making skills, interaction with others and their self-management of	4

	<p>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><a href="#"><u>Social and emotional learning   Teaching and Learning Toolkit   EEF</u></a></p> <p><a href="#"><u>Behaviour   Teaching and Learning Toolkit   EEF</u></a></p>	
<p><b>Contingency fund</b> 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>All</p>

**Total budgeted cost: £128,410**

## **Part B: Review of outcomes in the previous academic year. Pupil premium strategy outcomes for disadvantaged students:**

### **Review of 24/25**

We have analysed the performance of our school's disadvantaged students during the 2024/25 academic year using key stage 4 performance data and our own internal assessments.

For 2025, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) is not available, as students did not undertake SATs assessments in KS2, due to the pandemic. Attainment 8 for our disadvantaged students (which is a measure of GCSE attainment across 8 subjects) was 31.78. Internal baseline data suggests that the 2025 cohort consisted of more students with lower baseline attainment, upon intake at Yr 7, resulting in a profile of students with a lower starting point than usual.

The school Progress 8 for 2025 was not available. The national P8 score for disadvantaged students in 2019 was -0.45 and in 2022 it was -0.55. No P8 data is currently available for disadvantaged students in 2024, however data from SISRA suggests the national figure may be -0.43 (2024).

The school Attainment 8 for 24/25 was 47.57 (all), 31.78 (disadvantaged) and 49.86 (non-disadvantaged); a gap of 18.08. The national A8 score for disadvantaged students in 2019 was 46.7 and in 2022 it was 48.7; by 2024 this was 34.6. The DfE advises that the 24/25 National gap is at 15.4 and this gap has widened due to the disadvantaged group having a larger decrease than the non-disadvantaged group. The 2025 LHA gap between Disadvantaged and Non Disadvantaged is 18.08. This remains an area of focus in school.

Key stage 4 data and our internal assessments suggest that some strong individual performances contributed towards average progress and attainment of the school's disadvantaged students in 2024/25. For the cohort who left this year, whilst the overall cumulative A8 does not appear as high as in recent years, outcomes were in line with expectations (from internal baseline data) and the vast majority of disadvantaged students performed in line with expectations. All disadvantaged students have been supported to their next destination.

EBacc entry for disadvantaged students was 20%, which is slightly lower than the non-disadvantaged students in school at 29%.

Absence among disadvantaged students was 3.9% higher than their peers in 2024/25; this is an improvement. Overall school attendance was at 94.4%, in the top 20-30% of schools. Disadvantaged students' attendance was at 91.3%, in the top 20-30% of schools. For non FSM the attendance was 95.2%, in the top 30-40% of schools. We recognise this gap remains, and raising the attendance of our disadvantaged students remains a focus of our current plan.

Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The Academy is focusing on supporting the inclusion of all students with the introduction of Thrive, Aspire and Reflection facilities, as well as continuing to develop whole school personal development and our ready to thrive programme.

Inclusion within schools has become an even more important issue and recognised as a key area in school. At LHA, we have been improving our Inclusion offer to support more of our more vulnerable students to access their education with support through our new Aspire Hub. The Aspire Hub is led and operated by the BfL team and runs alongside our Reflection Room. The Reflection Room operates as our isolation facility where students will spend a period of time in the facility to reflect on their poor behaviour choices.

The Aspire Hub operates to support LHA students who may struggle to attend school or lessons; whose behaviour requires additional support through intensive coaching (Thrive); have a specific safeguarding concern, is disadvantaged or has a SEND need which requires extra 1:1/small group support.

These results mean that whilst we have achieved some of the outcomes that we set out to achieve by 2026/27, 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. These include a continued focus on closing literacy gaps, an increased focus on attainment, attendance, internal alternative provision, and social/emotional needs.