

# Pupil premium strategy statement – December 2021

This statement details 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.

It outlines our pupil premium strategy and how we intend to spend the funding in this academic year. The review of previous spending of pupil premium can be found on the school website.

## School overview

Detail	Data
School name	Lostock Hall Academy
Number of students in school	700
Proportion (%) of pupil premium eligible students	19.7%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021/2022 to 2024/2025
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
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	£95,760
Recovery premium funding allocation this academic year	£15,225
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£110,985

# 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><b>Numeracy gaps, attainment and progress gaps</b></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><b>Attendance</b></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 the current year.</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><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>

## 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>Literacy &amp; Numeracy</b> 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><b>Literacy</b> 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><b>Numeracy</b> 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><b>Attainment and Progress</b> 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>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve:</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>Attendance</b> 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><b>Readiness to Learn</b></p> <p>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>
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## 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: £ 49,097

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised <b>diagnostic assessments (GL progress tests, GL phonics)</b>.</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><a href="#">Standardised tests   Assessing and Monitoring Student Progress   Education Endowment Foundation   EEF</a></p>	1
<p>Enhancement of our <b>maths teaching</b> 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><a href="#">Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</a></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 <a href="#">Improving</a></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</a></p>	1

<p><a href="#">Literacy in Secondary Schools</a> guidance.</p> <p>All subject areas will work with students to develop <b>disciplinary literacy</b>.</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)</a></p>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 50,016

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a <b>targeted reciprocal teaching programme</b> (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><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1
<p>Engage with the <b>School Led Tutoring</b> 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><a href="#">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="#">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1, 2,

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

Budgeted cost: £11,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE’s <a href="#">Improving School Attendance</a> advice.</p> <p><b>Attendance</b>/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><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>4</p>
<p>To continue to support students’ readiness to learn through pastoral, social, emotional and practical support through provision of <b>Forest School</b>.</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>

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	
	<a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a>	

**Total budgeted cost: £110.513**

## **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 2020 to 2021 academic year.

A review of the 20/21 year was completed in the previous template format and is located on the school website.