

Pupil premium strategy statement

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 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	Laurence Jackson School
Number of pupils in school	1227
Proportion (%) of pupil premium eligible pupils	26.3% (323 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2021-2024
Date this statement was published	1/12/21
Date on which it will be reviewed	1/12/22
Statement authorised by	Catherine Jukes
Pupil premium lead	Danny Yates
Governor / Trustee lead	Janet Richards

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£281,725
Recovery premium funding allocation this academic year	£97,680
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£379,405

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for our disadvantaged students

1. Disadvantaged students achieve in line with non-disadvantaged students, nationally
2. Disadvantaged students are provided with, and take advantage of, a range of opportunities to develop cultural capital
3. Disadvantaged students acquire the knowledge and develop the skills needed to pursue the next stage in their education, training, or employment

Our pupil premium strategy plan works towards achieving our objectives in the following ways:

- a. Quality First Teaching for all students
- b. Strategies employed to close vocabulary gaps and allow students to develop as effective readers and in turn enable them to access a rich and deep curriculum
- c. Use of 'gap analysis' and timely intervention so that students know more and remember more
- d. Provide support to improve attendance so that all Disadvantaged students can access a full curricular and extra-curricular offer
- e. Support to improve and manage behaviour to achieve a more consistently positive attitude towards learning
- f. Provide a programme of CEIAG provision and enrichment opportunities to support the development of cultural capital and character education and reduce the risk of disadvantaged students becoming NEET

Key principles of our strategy plan

- Narrowing the gap between Disadvantaged and non-Disadvantaged students is the responsibility of all staff
- All of our schools share an ethos of inclusivity
- Strategies employed are evidence based
- Our strategy is fluid, impact is regularly monitored and reviewed, and plans are modified accordingly

Challenges

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

Challenge number	Detail of challenge
1	Support and challenge our PP students and their families to ensure that they have high aspirations and expectations
2	Support and challenge our PP students and their families to ensure that attendance improves to be in line with that of non-disadvantaged students
3	Provide support to ensure behaviour of PP students improves, suspensions are reduced and learning time in lessons is maximised
4	Ensure a detailed literacy development plan is in place to ensure that vocabulary gaps and less developed reading skills apparent at the end of KS2 are closed and do not become evident across KS3-4
5	Embed recall and retrieval practice into every lesson in order to address poor recall of core knowledge

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
1. Culture of high aspiration and expectation is evident in the PP cohort	<ul style="list-style-type: none"> ▪ PP involvement in CEIAG events (in all Year Groups) is in line with non-disadvantaged students ▪ Appropriate proportion of PP students (at least in line with school average) represent student leadership groups, sports teams and Scholar's Award
2. Improve attendance and reduce persistent absenteeism across the PP cohort	<ul style="list-style-type: none"> ▪ PP attendance) improves and the gap between Disadvantaged and non-Disadvantaged students narrows to <2% ▪ Level of persistent absenteeism in PP cohort reduces to <25%
3. Improve behaviour and attitudes to learning across the PP cohort	<ul style="list-style-type: none"> ▪ Reduction in suspensions across the academy and particularly within the PP cohort, so that rate of suspension for PP and non-PP students are similar ▪ Proportion of PP students exhibiting low level disruption and attending detentions are in line with non-PP students
4. Embed a reading culture across the PP cohort and whole school	<ul style="list-style-type: none"> ▪ Literacy development plan is well embedded, so that reading skills are improved and fewer students in Years. 8-11 require reading interventions ▪ Vocabulary gaps are diminished
5. Embed effective recall and retrieval practice into every lesson in every subject	<ul style="list-style-type: none"> ▪ All lessons begin with a recall activity ▪ Assessment shows improved recall amongst PP cohort and whole school
6. Improve % PP students achieving 5+ in English and maths	<ul style="list-style-type: none"> ▪ Disadvantaged students 'Basics' measure at 4+ = 55% and at L5+ = 35% or more

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: £222,263

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
Students are supported to know more and remember more through the delivery of high-quality teaching and learning across the curriculum	a) Regular Quality Assurance of Quality First Teaching for PP students	Routine quality assurance through lesson visits, book scrutiny, data review and learning conversations (including Deep Dive process) ensures that the delivery of QFT to PP students is a focus for consequent staff development and CPD opportunities	1, 3, 4, 5
	b) Feedback via structured teacher (STAR), self and peer assessment	The development of effective feedback is an EEF suggested strategy for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6)	1, 5
	c) Development and Implementation of Trust-wide Literacy Development plan (including action plan to improve Reading)	The development of reading comprehension strategies and oral language interventions are EEF suggested strategies for maximum impact (very high impact for very low cost, based on extensive evidence: impact +6). <i>“Literacy is the gateway to the curriculum”</i>	1, 4, 5
	d) Specific target setting and review in all curriculum areas for underachieving PP students	Successful pilot programme delivered in Trust partner school in 2020-2021, showed strategy is effective; Specific and personal targets, with associated in-class and extra-curricular tasks will support students in closing any gaps in their learning	1,4, 5
	e) CPD programme incorporating PP focus to support and develop best practice in teaching, learning, assessment and personal development	Sutton Trust research states that the difference between the effect of poor teaching and that of highly effective teaching is just under half a year’s extra progress for most students. Appropriate and timely CPD for all staff will raise the profile of PP students and ensure that effective teaching strategies are used in lessons to support them	1, 3, 4, 5

<p>Gaps in learning, and barriers to learning are identified and appropriate intervention strategies are employed to close them.</p>	<p>f) Identification and addressing of gaps in learning (identified through question level analysis of planned assessments, including CATs)</p>	<p>As a result of the pandemic, students have gaps in the learning. Using strategies to identify these gaps and then suitable interventions to support the closing of the gap will enable students to know more and remember more</p>	<p>4, 5</p>
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Targeted academic support

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

Budgeted cost: £ 127,411

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
All teaching staff share accountability for PP student progress.	a) Enhanced accountability for PP progress for SLs / class teachers	SLs are responsible for robust SoLs in their curriculum areas and ensuring that these support students in knowing more and remembering more. They are best placed to interpret data for their subject to identify trends, gaps in learning, etc.	1, 4, 5
In-school systems & structures are developed to support the academic progress of PP students	b) Further development of homework and revision support for KS4	Homework is one of the strategies identified by the EEF as having a considerable impact on improving progress (high impact for very low cost, Impact +5).	1, 4, 5
	c) Improved on & off-site Alternative Provision: including John Muir Award and Prince's Trust Award at KS3	Bespoke programmes for PP students to engage/re-engage with learning across KS3 & 4. EEF evidence shows that behaviour interventions can support progress (moderate impact for low cost, Impact +4).	1, 2, 3, 4, 5
	d) Intervention programmes for targeted students across KS 3 & 4; including NTP small group tuition, online tuition provision and gap-specific intervention to support progress	EEF research suggests that tuition can accelerate progress of disadvantaged students (high impact for moderate cost, Impact +5).	1, 4, 5
	e) Use of Subject Specific LSAs in Maths and English to support targeted PP students	EEF research suggests that targeted use of LSAs can accelerate progress of disadvantaged students (moderate impact for moderate cost, Impact +4).	4, 5

Wider strategies

(for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £127,411

Focus	Activity	Evidence that supports this approach	Challenge number(s) addressed
The cultural capital of PP students is developed.	a) Mentoring Involvement in School Impact Officer (SIO) programme Mentoring of targeted Yr. 11 PP students with CEIAG focus - led by partners from business & industry	Regular conversations will support progress and encourage the development of successful learning habits. (EEF: low impact for moderate cost, based on moderate evidence: Impact +2). SIO programme has been successful in utilising the support of the voluntary sector in raising cultural capital in disadvantaged students and raising progress and aspirations as a result.	1, 2, 3
	b) Improve engagement of PP students with extra-curricular offer	The provision of a broad range of extra-curricular activities helps to support the development of cultural capital and character education. PP students are targeted to participate in wide ranging opportunities including student leadership, sport and academic challenge.	1, 2, 3
	c) Bespoke provision for PP students with specific attendance, behaviour, progress or social and emotional wellbeing needs. Discussed at <i>Vulnerable Students Panel</i>	This approach is justified as early intervention in terms of support to minimise absence and improve behaviour to ensure that students are supported educationally, socially and emotionally. Outcomes can include interventions ranging from 'Time 4 You' appointments to alternative provision or respite placements	2, 3
	d) Improving attendance of PP cohort Integration of A* attendance solutions Further embed attendance protocols enabling swift daily interventions via EWA.	This approach is justified as early intervention in terms of support to minimise absence and improve behaviour to ensure that students are supported educationally, socially and emotionally.	2
	e) CEIAG prioritised for PP students	This additional intervention will be targeted at PP students across KS 3 & 4 and will work in conjunction with activity c) from Targeted Academic Support.	1, 2, 3

Total budgeted cost: £444,525

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 pupils in the 2020 to 2021 academic year.

Our original targets for 2020-21 were as follows:

A. Improve the performance of disadvantaged students in English and Maths. Narrow the gap between the performance of Y11 disadvantaged and non-disadvantaged

Internal data and Teacher Assessed Grades (TAGs) illustrate that with regards to the measure of English and Maths 4+, the gap between disadvantaged students and their non-disadvantaged peers has narrowed by 5% over a 2-year period. However, the gap remains far too large at 30% and at English and Maths 5+ the gap is similar. The impact of Covid-19, as evidenced in schools across the country, was most detrimental to our disadvantaged students, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. However, the impact was mitigated to an extent by our resolution to maintain a high-quality curriculum including during periods of partial closure. During the first national lockdown this was aided by use of online resources such as those provided by Oak National Academy as well as resources produced by our staff. During the second lockdown, the curriculum was primarily delivered via 'live' lessons.

B. Increased engagement and aspiration by PP students in extra-curricular provision

As highlighted above, the impact of Covid-19 was most detrimental to our disadvantaged students. Covid-related restrictions meant that extra-curricular provision, including trips, visits, and engagement activities were severely curtailed and as a result our disadvantaged cohort were not able to benefit from our pupil premium funded interventions to the degree that we hoped. During the course of the previous academic year, we put together an extra-curricular offer which targets disadvantaged students; this is currently being realised; increasing engagement and aspiration in our disadvantaged cohort remains a key element of our Pupil Premium Strategy for the next 3 years.

C. Behaviour management and communication systems are refined and embedded and ensure high expectations from all students but particularly vulnerable students

Behaviour management and communication systems have been refined and are becoming embedded. High expectations are now routine for all students. With regards to behaviour overall, although there is a downward trajectory with regards to suspensions (and other sanctions), they remain too high and the rate of suspensions among the Pupil Premium cohort is higher than that of all students. Our review demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils including those disadvantaged, and targeted interventions where required. We are continuing to build on this approach in our new plan.

D. Improve attendance rates for pupils eligible for PP

In the 2 academic years preceding the pandemic, the rate of attendance for PP students was on a gradual upward trajectory so that in 2020 attendance for PP students at LJS was in line with attendance rates for PP students nationally at 90.1%, this was however significantly below LJS and national attendance figures for all students at 93.9 / 93.8 respectively. As a result of the pandemic, overall attendance in 2020/21 was lower than in the preceding years at 91.4%. Since the full-time return to school, absence among disadvantaged pupils remains 5% higher than their peers and persistent absence 6.8% higher. These gaps are larger than in previous years, which is why attendance remains a key focus of our current plan.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>In 2020-21 there were 20 students in this cohort</p> <ul style="list-style-type: none"> ▪ Launched a termly meet up session which was coordinated by PP lead and a colleague who was formerly a child of services personnel ▪ In these optional sessions, additional support was signposted. As a result, <ul style="list-style-type: none"> ○ 2 students accessed non-academic mentoring support ○ 4 KS 4 students accessed additional English + Maths support / intervention ○ 3 students accessed support in Music
What was the impact of that spending on service pupil premium eligible pupils?	<p>It is difficult to quantify the impact of the above support on service pupil premium eligible pupils. This is due to the impact of the pandemic, the nature of support provided and the fact that this support was provided for students across all year groups, therefore cannot be measured against academic achievement.</p> <p>Only 2 of the students from this cohort were in Yr. 11, both performed in line with non-PP peers</p> <p>The remaining service pupil premium eligible students continue to attend more regularly than all students, behave well and have fewer suspensions than their peers</p>

Further information (optional)

Additional information – Spending of PP funding

This section will be updated at key points throughout the academic year in order to:

- a. illustrate progress towards our targets
- b. reflect any amendments made to our PP Strategy
- c. outline additional activity which will supplement our PP Strategy

C.

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- Embedding more effective practice around assessment and feedback
- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate