



Pupil Premium Strategy Statement – Lode Heath School

This statement details our school’s use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Lode Heath School
Number of pupils in school	1160
Proportion (%) of pupil premium eligible pupils	25.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	December 2022
Date on which it will be reviewed	April 2023 July 2023
Statement authorised by	L Suddon Associate Headteacher
Pupil premium lead	A Mohammed Assistant Headteacher R Thompson Director of Learning Support
Governor / Trustee lead	Mrs M Turpin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£283,364
Recovery premium funding allocation this academic year	£77,004
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0



Recovery premium funding carried forward from previous years (enter £0 if not applicable)	£48,933
Total budget for this academic year	£409,301



Part A: Pupil premium strategy plan

Statement of intent

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

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve and to experience opportunities beyond the curriculum. We have a firm belief that everything is possible and that no one should be disadvantaged by the very best provision for all.

We will work to ensure that all disadvantaged students will receive a broad and balanced curriculum that allows them to make good progress and achieve across the whole curriculum. We recognise that disadvantage affects students in many ways including marginalisation, lack of cultural capital which can be linked to lower levels of oral language and a limited vocabulary. These limiting issues can all lead to negative perceptions of themselves as learners and of their place in school and may have been compounded in the past by experience of lower expectations.

We will consider the challenges faced by vulnerable students, such as those who have a social worker. We will ensure that the most disadvantaged do not slip through the cracks and instead receive the best care and education. We want our students to have wide and far-reaching aspirations because of the knowledge and experiences that we have given them throughout their time at school. The activity we have outlined in this statement is also intended to support their needs.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils 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 pupils in our school. We aim to ensure that disadvantaged students achieve and experience everything on an equal footing to all other students.

Our strategy is also integral to wider school plans for education recovery, notably in its evidence-based approach provided by the toolkit on the Educational Endowment Foundation website.

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 pupils achieve. To ensure they are effective we have utilized research-based evidence approaches from the Education Endowment Foundation (EEF). As a result, we will:



- Maintain and develop Quality First Teaching in the classroom (“Good teaching is the most important lever schools have to improve outcomes for disadvantaged students.” – EEF)
- Personalise learning and support in line with the Trusts core priorities
- Promote the use of our five Pupil Premium strategies in all aspects for disadvantaged pupils
- Improve attendance as poor attendance to school is linked to lower academic achievement
- Improve Literacy to support academic progress
- Build cultural capital opportunities to support the wider learning of disadvantaged pupils. Schools can have a role in enhancing cultural capital to remove barriers to accessing and understanding the wider curriculum.
- CPD to improve the knowledge of all school staff of pupil premium students and their barriers to learning

Challenges

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

Challenge number	Detail of challenge
1	Ensuring teachers are equipped to personalise and differentiate for disadvantaged students effectively, to allow for QFT
2	Historically low perception from parents about the importance of attendance. This includes historic levels of persistently absent pupils. Some of this behaviour has now been reinforced for a long time due to the pandemic. This means a few students now have chronic levels of attendance Lower level of parental engagement. Some of our parents of disadvantaged pupils do not attend school events to support pupils or support with homework.
3	A small group of disadvantaged pupils are demonstrating disengagement or behavioural issues, which is having a detrimental effect on their progress. Some parents might have had a bad experience of school themselves. This means that some children have a difficult relationship with school, authority, and their peers in terms of following rules and expectations. This leads to increased difficulties with behaviour within school
4	There is an absence of a family culture of learning – a lack of role models for reading, studying etc. Some pupils come from families where aspiration is low. Others come from houses where they have limited opportunity to build cultural capital.



5	Disadvantaged students start secondary school with a gap between them and their non-disadvantaged peers. There is an increasing gap between the attainment of disadvantaged and non-disadvantaged pupils following periods of lockdown and the variation in the provision at KS2.
6	Disadvantaged pupils are not making rapid progress in Maths and Humanities, compared to English.
7	Disadvantaged students have lower levels of literacy in comparison to their peers

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
Continue to improve Progress 8 and outcomes to be broadly in line with the national comparator or better.	Achieve national average for progress for similar schools. (-0.7 for similar schools in 2019)
Continue to improve Attainment 8 and outcomes to be broadly in line with the national comparator or better.	Achieve national average for attainment for all pupils. (46.7 for all pupils in 2019)
The percentage of our disadvantaged students achieving a grade 5+ in English and Maths will continue to improve.	Achieve average English and Maths 5+ scores for similar schools. (20.1% for similar schools in 2019)
Our disadvantaged students will achieve attendance in line with the national average or better.	Improve attendance to national average. (94.6% for all pupils in 2019)

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: £65,489



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maintain and develop Quality First Teaching in the classroom</p> <p>Personalise learning and support in line with the Trusts core priorities</p>	<p>Ensuring teachers are equipped to personalise and differentiate for disadvantaged pupils effectively.</p> <p>Informing staff of the challenges disadvantage pupils face and provide strategies to overcome them. The most effective form of intervention comes from high quality teaching which meets the needs of students within the classroom</p>	<p>1-7</p>
<p>Purchase of standardized GL assessments.</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>The EFF has identified that effective diagnostic assessment is important for schools which are aiming to forecast general student performance, which will likely be standardised tests. These ‘high level’ assessments can give schools broad insights into individuals and groups who may need support based on national norms. This will help with the personalisation of teaching and adaptations to schemes of work. Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	<p>1-7</p>
<p>Regular CPD and updates for teachers through the Internal and AMAT CPD programme</p>	<p>Regular briefings weekly provide training and updates for staff to support all pupils including disadvantaged pupils</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	<p>1-7</p>
<p>To support learning by ensuring all students have access to the technology they require.</p>	<p>Following the rapid introduction of an online virtual learning platform in March 2020 students needed to be taught in school how to effectively engage in the software and its features. Microsoft Teams continues to be used currently to support learning in lessons and also the chosen platform for homework. The EFF suggests that ensuring access to</p>	<p>1-7</p>



	technology is key, particularly for disadvantaged pupils.	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £122,790

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide one to one or small group tuition to those students identified in specific year groups in English, and Maths, by adding additional capacity in both departments	<p>To be most effective the tuition needs to be guided by the school, linked to the curriculum and focused on the areas where students would most benefit from additional practice or feedback. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch-up strategy, adding to nearly 5 months of progress for a student.</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>	2-7
Dedicated calls for vulnerable students to help remove barriers to learning	We want to ensure that all our students are safe and that their parents are well supported. We want to support students and their parents by removing barriers to learning. Parents can access teachers and pastoral staff for additional support and guidance if needed	2-7
Improving literacy in all subject areas. Whole school approach towards	The EEF suggests that reading comprehension strategies can have a significant impact.	2-7



<p>literacy tasks in lessons To run Reading Intervention for pupils at KS3, to ensure it promotes inclusion for disadvantaged pupils.</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject: Improving Literacy in Secondary Schools</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £221,022

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Inspiring and motivating disadvantaged students to engage with their learning to give them the best possibility to achieve</p>	<p>Inspiration and Motivational speaker Cameron Parker invited into school to work with disadvantaged students across all year groups – Dreams to Reality</p> <p>Dreams 2 Reality: Mindset and Motivation for the Younger Generation (dreams2-reality.com)</p> <p>STARS Challenge for KS3</p> <p>Metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for a given learning task.</p> <p>Self-regulated learning can be broken into three essential components:</p>	<p>2-7</p>



	<ul style="list-style-type: none"> • cognition – the mental process involved in knowing, understanding, and learning • metacognition – often defined as ‘learning to learn’; and • motivation – willingness to engage our metacognitive and cognitive skills. <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	
<p>Learning Performance - Students and staff provided with new techniques and skills delivered in interactive programmes to improve the classroom experience for all</p>	<p>Learning Performance invited in to deliver workshops for disadvantaged students to provide them with additional revision strategies in order to provide them with the necessary skills to achieve.</p> <p>Supporting Revision Supporting Revision and the ‘Seven-step Model’ EEF (educationendowmentfoundation.org.uk)</p>	1-7
<p>A fitness programme with targeted pupils to improve fitness and wellbeing</p>	<p>Physical activity has important benefits in terms of health, wellbeing and physical development. These benefits have important value in themselves, however, this Toolkit entry focuses on the benefits of physical activity for core academic attainment particularly literacy and mathematics.</p> <p>Physical activity EEF (educationendowmentfoundation.org.uk)</p>	2-7
<p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. 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>	1-7



<p>Phone calls made to parents of all disadvantaged pupils across all year groups to build positive relationships post pandemic, support with wellbeing and remove barriers to learning</p>	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1-7</p>
<p>Creating further positive experiences of lessons and extra curricular activities through rewards and celebrations</p>	<p>A small proportion of disadvantaged pupils are disengaged and have lower attendance which is having a marked effect on their progress</p>	<p>2-7</p>
<p>Building cultural capital opportunities to support the wider learning of disadvantaged pupils.</p>	<p>Some of our disadvantaged pupils have had less cultural capital opportunities. Increase the cultural capital experience for disadvantaged pupils Outdoor adventure learning EEF (educationendowmentfoundation.org.uk)</p>	<p>2-7</p>
<p>Contingency fund for acute issues.</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>1-7</p>

Total budgeted cost: £409,301



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The 21/22 results for our leavers indicate that the attainment 8 score of disadvantaged pupils was higher than in 2019 at 38.67. EBacc pass rate was 12.8%, which is in line with the previous year. The Head Boy of 21/22 was a disadvantaged student.

There have been significant barriers in place for our most recent cohort which has impacted on the outcomes we aimed to achieve in our previous strategy. As a result we have not achieved a Progress 8 score in line with the national comparator. The mitigating factors were:

- 45% of disadvantaged pupils had an attendance figure of 90% or above
- Of the 47 disadvantaged pupils, 26 of them have an attendance of 89% and below and this cohort of pupils has a total Progress 8 score of -1.44.
- Of the remaining disadvantaged pupils (8) have an attendance of 90-94% or above and gained a Progress 8 score of 0.08
- Those with a 95% (13) or above attendance had a Progress 8 score of 0.18.
- Therefore, for those students that engaged with school and the intervention strategies the P8 for these joint groups would be 0.13

We continue to maintain a high-quality curriculum, and still utilise our online platform to effectively support students with homework. The use of Pupil Premium funding to purchase a number of laptops to allow disadvantage pupils to access online learning has helped this process

Although overall attendance in 2021/22 was lower than in the preceding 3 years at 86.95%, it was higher than the national average. Absence among disadvantaged pupils was higher than their peers. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

Please see detailed Action Plan for each year group below for this forthcoming academic year



	Attendance	Catch up	Intervention	Cultural Capital	Resources
Year 11	<ul style="list-style-type: none"> -PP group identified first -follow up phone calls -CSAWS support -Medical evidence -letters and legal proceedings -Inclusion and EBSN team involvement -Breakfast club -Malachi Support -Attendance rewards 	<ul style="list-style-type: none"> -Department intervention groups -Priority for holiday revision sessions -Catch up one to one sessions after prolonged absence. 	<ul style="list-style-type: none"> -Cameron Parker programme -Progress league -Year 11 Challenge (War board) -Study skills workshop -Priority careers advice & work experience support -Welfare calls to remove barriers -TFTF – Jan 2023 -Forest School -intervention programme, by subject leaders, as per each individual student 	<ul style="list-style-type: none"> -Theatre trips organised by the English department -CPD programme -Enrichment tracked via - Clubs & Societies on Synergy -Duke of Edinburgh 	<ul style="list-style-type: none"> -Revision guides, scientific calculators -places on educational trips funded -uniform items -catering ingredients -art packs -ICT resources provided for all students who do not have access -Music tuition -Travel support -Rewards -GL Assessments -Whole School Literacy -Personalisation bids by Faculty leaders to support PP students only
Year 10		<ul style="list-style-type: none"> -Department intervention groups -Catch up one to one sessions after prolonged absence 	<ul style="list-style-type: none"> -Cameron Parker programme -Progress league -Year 10 Challenge (War board) -Study skills workshop -Priority careers advice & work experience support -Welfare calls to remove barriers -TFTF – Jan 2023 		



			<ul style="list-style-type: none"> -Forest School -intervention programme, by subject leaders, as per each individual student 		
Year 9		<ul style="list-style-type: none"> -Pearson catch up tutoring (during year 8) -Catch up one to one sessions after prolonged absence. 	<ul style="list-style-type: none"> -Aim Higher programme -Study skills workshop -Fitness training programme -TFTF – Jan 2023 -Forest School 		
Year 8		<ul style="list-style-type: none"> -Catch up one to one sessions after prolonged absence. 	<ul style="list-style-type: none"> -STARS Challenge -Fitness training programme -TFTF – Jan 2023 -Forest School 	<ul style="list-style-type: none"> -Rewards trip for STARS e.g. London, Black country museum. 	
Year 7		<ul style="list-style-type: none"> -Catch up one to one sessions after prolonged absence. 	<ul style="list-style-type: none"> -STARS Challenge -Fitness training programme -TFTF – Jan 2023 -Forest School 	<ul style="list-style-type: none"> -Rewards trip for STARS e.g. London, Black country museum. 	



Interventions - What interventions have been used disadvantaged students and what was the impact						
Intervention	Outcomes	Value for Money				
Dreams2Reality Cameron Parker	<ul style="list-style-type: none"> ■ 3 Days with CP – 33% SEND students involved <p>Day 1 – Inspiring & Motivating – giving students an insight into his journey – also getting to know the students</p> <ul style="list-style-type: none"> ■ Whole Group Talk Beneficial = 100% ■ Recommend Whole Group Talk = 97% ■ Workshop Beneficial = 100% ■ Recommend Workshop = 100% <p>Day 2 – Tackling issues raised via the Year 11 War Board</p> <ul style="list-style-type: none"> ■ 96% of students found Day 2 beneficial ■ 43% of students Cameron Parker has worked with have improved their P8 PG from AP1 to AP2 <p>Day 3 – Students wanted guidance on exam anxiety, post 16 college / 6th form / apprenticeships etc and also careers guidance</p> <ul style="list-style-type: none"> ■ 100% of students found Day 3 beneficial 	Yes				
Ryan Adams (Fitness First) targeting KS3 students with risk factors including attitude to learning, behaviour, SEMH	<ul style="list-style-type: none"> ■ Beneficial = 100% ■ Recommend = 100% <p>Impact is based on average scores on how students feel about their fitness and well-being at start of intervention and then once completed (1-10)</p> <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th>Starting Scale</th> <th>End Scale</th> </tr> </thead> <tbody> <tr> <td>6.2</td> <td>8.4</td> </tr> </tbody> </table>	Starting Scale	End Scale	6.2	8.4	Yes
Starting Scale	End Scale					
6.2	8.4					
STARS Challenge	<ul style="list-style-type: none"> ■ Year 7 	Yes				



	<p>Enjoyed taking part in the challenge 88%</p> <p>Would like to take part again 86%</p> <p>Felt the challenge made them more motivated at school 81%</p> <ul style="list-style-type: none"> ■ They also rated on a scale the following questions before and after the challenge <p>Pushed and challenged themselves in school 6 to 7</p> <p>Felt motivated to try hard in school 6 to 7</p> <p>Tried hard to get credits in school 8 to 9</p> <p>How often visited the school library 6 to 7</p> <p>How often attended a school club 4 to 5</p> <ul style="list-style-type: none"> ■ Year 8 <p>Enjoyed taking part in the challenge 87%</p> <p>Would like to take part again 85%</p> <p>Felt the challenge made them more motivated at school 78%</p> <ul style="list-style-type: none"> ■ They also rated on a scale the following questions before and after the challenge <p>Enjoy coming to school 6 to 7</p>	
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	<p>Pushed and challenged themselves in school 6 to 7</p> <p>Felt motivated to try hard in school 6 to 7</p> <p>How often visited the school library 5 to 6</p> <p>How often volunteered to help the school community 4.0 to 5</p>	
Year 11 Challenge	<ul style="list-style-type: none"> ■ Year 11 Challenge - Results ■ OB – 30 points ■ JC – 20 points ■ OH – 30 points ■ KK – 30 points ■ AK – 0 points ■ KM – 30 points ■ AS - 20 points ■ HW – 30 points ■ JPW – 30 points 	Yes

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
National Tutoring Programme	Teaching Personnel
National Tutoring Programme	Pearson Tutoring