



## 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	Lode Heath School
Number of pupils in school	1164
Proportion (%) of pupil premium eligible pupils	23.8%
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	July 2022
Statement authorised by	L Suddon
Pupil premium lead	A Mohammed
Governor / Trustee lead	Mrs M Turpin

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£248,130
Recovery premium funding allocation this academic year	£37,628
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	£317,348



## 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 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.

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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

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 excel. To ensure they are effective we will:

- Maintain and develop Quality First Teaching in the classroom
- Personalise learning and support in line with the Trusts core priorities
- Improve Literacy to support academic progress
- Promote the use of Positive Discrimination in all aspects for disadvantaged pupils
- Improve attendance as poor attendance to school is linked to lower academic achievement
- 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.



## Challenges

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

Challenge number	Detail of challenge
1	Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.
2	Attendance data highlights challenges
3	Behavior, mental health, wellbeing concerns in particular year groups. Including enhancing the cultural capital experience of disadvantaged pupils.
4	Disadvantaged pupils 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 the lockdown period, remote learning and the variation in the provision at KS2.
5	Lower level of parental engagement. A few of our parents of disadvantaged pupils do not attend school events to support pupils or support with homework.
6	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 and Attainment outcomes to be broadly in line with the national comparator	Improve outcome for pupils and be broadly in line with the national comparator.
Provide English & Maths tuition targeting pupils with low attainment in order to improve	A number of pupils making progress as a result of English & Maths tuition
Increase average attendance of the school for disadvantaged cohort	The % of sessions missed to be broadly in line with the national average by July 2022
A fitness programme with targeted pupils to improve fitness and wellbeing	Qualitative data from pupil voice to show positive impact
Improved performance of disadvantaged pupils in Maths	Increase in the % achieving the threshold in Maths.



## 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: £90,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintain and develop Quality First Teaching in the classroom Personalise learning and support in line with the Trusts core priorities	Ensuring teachers are equipped to personalise and differentiate for disadvantaged pupils effectively Informing staff of the challenges disadvantage pupils face and provide strategies to overcome them	1
Purchase of standardized GL assessments. Training will be provided for staff to ensure assessments are interpreted correctly.	Diagnostic assessments to provide key data as a result of KS2 SATs not taking place 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: <a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a>	1,3,4
Regular CPD and updates for teachers through the Internal and AMAT CPD programme	Regular briefings weekly provide training and updates for staff to support all pupils including disadvantaged pupils <a href="#">Effective Professional Development   EEF (educationendowmentfoundation.org.uk)</a>	

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

Budgeted cost: £95,000



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementing tuition 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, including those who are high attainers.</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="https://www.educationendowmentfoundation.org.uk">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p>And in small groups:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1,3,4</p>
<p>Improving literacy in all subject areas. Whole school approach towards literacy tasks in lessons</p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p><a href="https://www.educationendowmentfoundation.org.uk">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p><a href="https://www.oup.com.cn">word-gap.pdf (oup.com.cn)</a></p>	<p>1,4,6</p>

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

Budgeted cost: £132,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
<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><a href="https://www.educationendowmentfoundation.org.uk">Physical activity   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>3</p>



<p>Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> 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>	<p>1,2,4</p>
<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.</p> <p><a href="#">Parental engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	<p>1</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>1,3</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</p> <p><a href="#">Outdoor adventure learning   EEF (educationendowmentfoundation.org.uk)</a></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>All</p>

**Total budgeted cost: £317,348**



## 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 internal assessments during 2020/21 suggested that the performance of disadvantaged pupils was higher than in the previous 3 years in key areas of the curriculum. EBacc pass rate was 12.8%, which is lower than in the previous year

Despite there being significant barriers in place since the first year (2018/19), the outcomes we aimed to achieve in our previous strategy by the end of 2020/21 were realised through a positive progress 8 score.

Our assessment of the reasons for these outcomes points primarily to the school's response to Covid-19. As evidenced in schools across the country, partial closure was most detrimental to disadvantaged pupils. However, the impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of online resources which allowed the school to continue the full curriculum entirely online. The use of Pupil Premium funding to purchase a substantial number of laptops/routers to allow disadvantage pupils to access online learning was of significant benefit.

Although overall attendance in 2020/21 was lower than in the preceding 3 years at 87.68%, it was higher than the national average. At times when all pupils were expected to attend school, 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.

Our assessments 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, and targeted interventions where required. We are building on that approach in our new 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*



<b>Programme</b>	<b>Provider</b>
National Tutoring Programme	PET Xi
National Tutoring Programme	Teaching Personnel