



Pupil Premium Strategy Statement

1. Summary Information					
School		Lammas School and Sixth Form			
Academic Year	2020/21	Total PP Budget	£252,120	Date of most recent PP Review	October 2020
Total Number of Pupils	784 (682 in KS 3&4)	Number of pupils eligible for PP	264 (KS 3&4)	Date of next internal review of this strategy	October 2021

2. Current Attainment				
	Results 2019		Results 2020	
	Pupils Eligible for PP at Lammas	Pupils not eligible for PP at Lammas	Pupils Eligible for PP at Lammas	Pupils not eligible for PP at Lammas
Number of eligible pupils	47	54	56	83
% achieving grade 5 or above in English and Maths	29.8%	40.7%	33.93%	53.01%
Progress 8 Score average	+0.17	+0.14	+0.23	+0.72
Attainment 8 score average	40.7	43.36	43.73	48.47

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school)	
A.	Due to a significant amount of lost learning time during the COVID-19 pandemic, the gap between Pupil Premium students and non-pupil premium students will possibly be magnified. Due to less access to online learning and a greater likely hood of carers having lost jobs or having to work, thus leaving students unsupervised, it is predicted that Pupil Premium students nationwide will feel the ongoing effects of the lockdown for years to come. (1)
B	Some pupil Premium students have lower attendance and are less punctual to school than those who are not PP. The impact of this over time is huge in terms of outcomes and reflects a poor attitude to learning and importance in school and basic high standards which they need to carry in to adulthood and the world of work.



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C.	Pupils Premium students achieve less well in maths in comparison to English. This means they have a greater likelihood of having to re-sit Maths after Year 12, this can put them at a disadvantage of progressing as they would wish in their futures.
D.	Pupil Premium students may have lower aspirations and access to resources which allow them to thrive. Some experience challenges from home lives, emotional issues, financial hardship etc. and all that comes with these. These may lead to poor engagement or widening of the academic gap with their peers. Additionally, some pupils and their families may not fully value education and this can lower aspirations.
External Barriers (issues which require action outside of school such as low attendance rates)	
E.	Parental Support and engagement can be improved for all students but especially for this group, helping to ensure that the school can implement structures and routines as needed to drive up aspirations and ensure that Griffin Great is achieved for all our students.

4. Desired outcomes (desired outcomes and how they will be measured)		
A.	<p>Ensure that any lost learning in caught up, fundamentally through quality first teaching and then supplemented by targeted and high impact intervention strategies from a range of professionals.</p> <p>All pupils make rapid progress and all gaps in knowledge are filled, safeguarding that PP pupils are at no disadvantage to their non-PP counterparts.</p>	All performance measures show PP students are in line with non-PP students as well as in line with national figures.
B.	<p>An improvement in the attendance and punctuality of the students. Targeted intervention via tutors, Heads of Year's and Attendance Officer is effective of recognising issues and then addressing them in a timely and effective manner.</p> <p>Weekly monitoring and intervention taking place.</p>	All PP students to achieve attendance figure of 96% and above.
C.	Progress in Maths improves across all key stages in line with English so that PP students achieve both GCSE English and Maths.	Internal data of PP students shows improvement across the year groups and this will be validated by analysis.
D.	All PP pupils will aspire for 100% achievement and will receive the necessary support through quality teaching, intervention teachers, SST, Tutors and mentors. Sixth Form mentors will support students.	Students' progress and attainment will increase and we will see positive progress through the years and finally destinations.



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E.	Parents will be more engaged with the school through events, communications via My Ed, Parents Evenings. Teacher, Tutors, HoY's and SLT links to maintain consistent contact with families.	Attendance to school events and in particular ARD and Parents Evenings increases (virtual in the first instance, until further notice)
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5. Planned Expenditure					
Academic Year	2020/21				
<i>The three headings below enable schools to demonstrate how they are using Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies.</i>					
A. Ensure gap in KPI for PP and non PP students is minimised					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead?	When will you review the implementation?
All teaching is good and better. All lessons to focus on non-negotiables of: - Learning, - Engagement - Questioning - Differentiation - Challenge	High quality CPD for staff at all levels to ensure that best practice is used. Focus around the teaching non-negotiables below. Lesson observations, learning and climate walks to ensure this is embedded.	Requirement to focus on first quality teaching and learning to drive standards.	Lesson observations Performance Management Learning Walks	CLs / SLT	Termly and ongoing



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	Coaching and mentoring of staff new to the school or new to teaching to help ensure consistency.				
Improve the quality of feedback to students so that pupils can progress at a more rapid pace.	<p>Review of what high impact feedback and marking looks like in Covid-19 times; whole school CPD Nov 5, lead by FH;</p> <p>Modify system to ensure that pupils receive purposeful and useful feedback which is aligned more closely to reporting which enhances diagnostic 'feed forward' commentary</p> <p>Teachers to focus first on the work of those pupil who are PP.</p>	Teaching and Learning Toolkit	Marking scrutiny and monitoring; Review and Progress Board	SLT; MLT	Half termly
High quality learning support in class	Ensure that LSA's are targeted and deployed to effectively aid the outcomes of those pupils most in need. Academic mentors employed to support.	Pupils who are PP/SEN may need help in accessing work and building confidence.	SENDCO to deploy and review the effectiveness of LSA support.	SENDCO	Termly



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Targeted interventions which improve standards in specified areas	<ul style="list-style-type: none"> - Tutorial interventions in English, maths, science and EAL provision - After school intervention programme to support target groups, specifically PP. - Extended Library and ICT access to help those without either resources at home or without a quiet place to work. - Careers interviews 	Analysis of Forecast data to highlight under performance. CL to analyse this and design targeted support plan.	HoY and RSL to monitor and evaluate.	CL's and HoY for Year 11 + RSL.	After data drops.
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B. Improve attendance and punctuality of PP group					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead?	When will you review the implementation?
Increased attendance of Pupil premium Students	<p>Attendance Officer to work with PP students who are under 96%. Role of Tutor highlighted to increase relationships and engagement.</p> <p>Attendance part of the weekly plan in tutorial</p>	Lower attendance adversely affects attainment	Attendance Officer keeps records of intervention with students	J Bradley SLT – S Sawtell	Weekly Attendance Figures
Increased Punctuality	<p>Free breakfast club available*</p> <p>Use of DUY on late desk on responsible for monitoring and sanctioning pupils accordingly.</p>	Students are ready for learning and on time	Breakfast club staffed and planned for the year		Weekly punctuality figures Late detention figures



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Increased attachment to school	Increase availability of resources such as ICT so pupils can remain at school for longer	Pupils who see an improvement in attainment are more likely to have a greater attachment to school, thus improving attendance and punctuality.	Staff time allocated to keep rooms supervised for longer.	SLT	Termly
Increase access to tailored curriculum for targeted students in Year 10/11	PIXL BUILD UP	Data suggests that students require an alternative approach and curriculum offer/structure	DEP SENCo to deliver the structure/lessons	MOR with support of CEL	Termly

C. Improve Maths outcomes					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead?	When will you review the implementation?
Improved rates of progress on transition and when Year 7 join school	Collaboration with GST primary schools Successful delivery of Maths Mastery	A model of support from the Trust and collaboration with Primary Partners to improve outcomes	Support and guidance with QA follow up - analysis	SLT R Pillay	Ongoing
Improved numeracy	LSA completing targeted numeracy activities	Guided numeracy support at tutorial time in small groups will support increase	Identified students by Maths department who work with LSA		Maths data submissions Modular reports



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D. Raise aspirations					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead?	When will you review the implementation?
Improved access to resources for PP students.	Resources given to PP students where needed for example, revision guides, donate computers and laptop to families of PP who are lacking ICT in order for pupils to be able to work from home.	Pupils without access to ICT will be less able to complete school work. If a second 'lockdown' occurs, they will need adequate access to online lessons.	Means test who received a computer/laptop.	GCo	Ongoing
Attachment created through new house system, Griffin Sports festival, Griffin Arts festival, Science Symposium, Founders day events etc.	Implement a range of enrichment activities to widen horizons of our pupils.	Pupils who are more attached to school are more likely to attend.	AHT for Houses to monitor and evaluate. CL's for other GST events to liaise with SLT LM's to plan.	RPA SLT and link CL's	Ongoing
Rewards system in place and rigorous. Used as an effective tool to inspire and motivate.	Merit system and House point system in place.	Cost effective method of motivation and engagement.	Modular count ups and rewards ladder applied.	RPA and SSA	Each module.



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Horizontal tutorial system introduced and embedded. Positive relationships established between pupil, tutor and home.	Horizontal tutorial programme in place.	Greater attachment with tutor group if Horizontal.	AHT to lead and review.	SSA	Termly
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E. Improve Parental engagement					
Desired Outcome	Chosen Action/approach	What is the evidence and rationale for this choice?	How will you ensure it is well implemented?	Staff lead?	When will you review the implementation?
All parents signed up to MyEd app.	Constant reinforcement to parents about the necessity to sign up to MyEd as the main method of school-home communication.	Time effective and instant. Parents can communicate with school instantly.	Office to monitor sign up and contact families to increase sign up rates.	GCO	Ongoing
Improve attendance at all parental meetings	Tutor and HoY phone calls before key meetings to encourage attendance. MyEd messages home.	Ensure that parents are aware of events and high expectations of attendance.	HOY to monitor.	SLT and HOY's	At various meeting points.
Positive relationships established between new tutors and HoY's and homes.	Early contact with home made. Ongoing contact with home and tutors.	Positive role model figure in school.	HOY to monitor.	HOY and SSA	Start of year initially.



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	Year 7	Year 8	Year 9	Year 10	Year 11	VI form
Total Number of students in year group	135	139	132	132	121	105
Pupil Premium	50	52	42	49	59	13
Total	265	35%				