



# 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	The Lammas School & Sixth Form
Number of pupils in school	781
Proportion (%) of pupil premium eligible pupils	33% (258)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	December 2021
Date on which it will be reviewed	July 2022
Statement authorised by	M Bland
Pupil premium lead	C. V. Belmonte
Governor / Trustee lead	A Powell

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,204
Recovery premium funding allocation this academic year	£37,845
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	£296,049



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## Part A: Pupil Premium Strategy Plan

### Statement of intent

Our main purpose is to raise the attainment of disadvantaged students of all abilities and to support them academically and emotionally so that they can reach their full potential as students and as members of the community. We are aware of the challenges faced by our most vulnerable pupils, including not only disadvantaged students but also children on CSC, LAC or young carers regardless of their PP status, and we are committed to providing the support they need to succeed in school and beyond, and the opportunities they require to have a positive experience of secondary education, and to accrue a rich and varied cultural capital.

We believe in high-quality teaching as the main tool to improve students' outcomes and reduce the attainment gap. We also think that supporting students' wellbeing and providing guidance in regard to building confidence, resilience and self-esteem are key factors of a successful strategy plan. Removing barriers to learning is another important aspect of our approach.

We have looked at our cohort and drawn up a multi-faceted plan based on evidence highlighted by a rigorous diagnostic assessment. The main points of the plan are:

- Early intervention
- Parental engagement
- High expectations
- Whole-school collaboration

### Challenges

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

Challenge number	Detail of challenge
1	The predicted outcomes for disadvantaged pupils at GCSE level are lower than those for their peers.
2	The data we received from primary schools and our own CATS tests indicate that reading ages on arrival to secondary school are lower for disadvantaged students than for their counterparts.
3	More disadvantaged students have received one or more fixed term exclusion, when compared with their non-disadvantaged peers.
4	Attendance to parents evenings, open evenings and virtual events is lower for disadvantaged students than for the rest of our cohort.
5	Observations, data and discussions with families and other professionals in school suggests that the wellbeing of disadvantaged students has been affected by school closures to a greater extent than that of other students. Many of our disadvantaged students have been identified as having SEMH issues and difficulties interacting socially as a result of the recent lockdowns.
6	Almost half of our SEND cohort comes from disadvantaged backgrounds.
7	Our data shows that the attendance of disadvantaged students is lower than that of their peers.



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## 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
Improving attainment of disadvantaged students	GCSE results of PP students match those of non PP students in regard to average attainment and progress.
Improving literacy and reading skills	Progress of PP students in KS3 English are 85% “at” or “above”. Observations and book scrutiny show greater engagement in English and higher levels of literacy all around. A higher proportion of PP students attend extra-curricular reading and writing clubs.
Enhancing our support for students who struggle with self-regulation	Our records demonstrate a decrease in FT exclusions and RR placements of PP students. Quantitative data shows a decline in behaviour incidents for disadvantaged students, and an increase in merits and rewards. Qualitative data (interviews with teachers, pupil-centred meetings, reports) indicate an improvement in disadvantaged students’ ability to self-regulate.
Improving parental engagement	Disadvantaged families’ attendance to Parents Evenings improves, and there’s an increase in parental activity on The Lammas app. Our records demonstrate a higher parental engagement with school life for disadvantaged students, including frequency and quality of communication, and cooperation with school procedures.
Enhancing our wellbeing provision and support to reach all our students, especially those who are disadvantaged	Climate walks, data, observations and teachers’ feedback indicate wellbeing of disadvantaged students is a priority. Interviews with students and Student Voice demonstrate a solid awareness of the support mechanisms that we have in place to ensure pupils’ welfare. Both staff and students show an acute understanding of the school’s safeguarding systems and processes and use them regularly and effectively.
Improving support for SEND students	Our data shows a reduction in the gap between the progress and attainment of SEND students and those of their peers. Staff CPD feedback indicates an increase in the level of understanding of SEND needs among our professional body. Climate walks, observations and QAR demonstrate an improvement in the effectiveness of the



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	collaboration between the SEND department and the rest of the school.
Improving attendance	Attendance figures show a reduction in the number of PA among disadvantaged students.

### 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.

#### 1) Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £15,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Upskilling staff in regard to differentiation and scaffolding through Inclusion-based CPD	<p>Research indicates that high quality teaching is the most effective tool to close the attainment gap. Retrieval practice, metacognition techniques and scaffolding are proven methods to help students to become more confident learners.</p> <p>EEF guide to the Pupil Premium at <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p> <p>S. Choudry, 2021, Equitable Education, Critical Publishing, Essex</p>	1, 3, 6
Enhancing staff awareness of how trauma impacts students' learning through staff Mental Health training, Culture and Ethos CPD and Behaviour Workshops	<p>Research shows that a trauma-informed approach to teaching and safeguarding supports students' wellbeing, confidence and ability to self-regulate. There's evidence to suggest that Covid-19 lockdowns have had a significant impact on the mental health of disadvantaged students. Understanding the emotional processes of pupils affected by trauma is paramount under the current circumstances.</p> <p>Inclusive Schools in Waltham Forest –guidance handbook</p> <p>Anna Freud Foundation: <a href="https://www.mentallyhealthyschools.org.uk/">https://www.mentallyhealthyschools.org.uk/</a></p>	5, 7, 3



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

Budgeted cost: £196,049

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular and Targeted Mentoring support for students who struggle in school	<p>Research indicates that bespoke intervention, advice and guidance for students supports academic success and emotional wellbeing. Students develop independent skills and the ability to self-reflect and manage stressful situations.</p> <p>M. Allen, 2021, Leading Inclusion in a Secondary School, Routledge, London and New York</p>	3, 5, 7
Literacy Enhancing Reading Programmes (Lexia, Accelerated Reader)	<p>Evidence demonstrates that literacy is key to learning across all subjects and a strong predictor of outcomes later in life.</p> <p>Education Endowment Foundation:  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</a></p>	1, 2, 3, 6
A broad range of extra-curricular activities before, during and after school	<p>Studies have found strong positive associations between participation in extra-curricular activities and socio-emotional outcomes. Attendance to clubs also reinforces affiliation to school and prevents absenteeism.</p> <p>The Social Mobility Commission, An Unequal Playing Field: Extra-curricular Activities, Soft Skills and Social Mobility,</p>	4, 5, 7
Targeted in-school intervention programmes	<p>Research indicates that homework clubs and after-school revision sessions improve students' confidence and encourage effective study skills. They are also linked to higher educational aspirations.</p> <p>EEF guide to the Pupil Premium at  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</a></p>	1, 2, 3, 6
Access to technology such as chrome books, laptops and targets	<p>There is evidence to suggest that access to technology enhances the learning experience and improves engagement, as well as providing opportunities for personalised learning. There are strong indicators that this is a trend that will continue in the coming years, so it is important to prevent students from falling behind.</p> <p>Covid-19 and the Disadvantage Gap, Uk Parliament.</p>	1, 2, 4



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Access to other resources (revision books)	Revision books can support the learning when used effectively and in conjunction with other revision strategies. Guidance from teacher is advised.  B. Blackburn, 2019, Rigour and Differentiation in the Classroom, Routledge, New York.	1, 2
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### 3) Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £85,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Mental Health support providers (Place2Be and CAMHs)</i>	Evidence shows that mental health is a strong predictor of future academic performance and professional success. <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4443903/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4443903/</a> mentallyhealthyschools.org.uk (Anna Freud National Centre for Children and Families)	3, 5, 6, 7
<i>Coffee mornings for parents</i>	There are clear indicators that parental engagement with school improves attendance, social skills and self-esteem. It also facilitates collaboration and co-production. <a href="https://www.learningliftoff.com/how-parental-involvement-benefits-the-entire-educational-process/">https://www.learningliftoff.com/how-parental-involvement-benefits-the-entire-educational-process/</a> M. Allen, 2021, Leading Inclusion in a Secondary School, Routledge, London and New York	4, 7
<i>Breakfast club</i>	Research shows that a nutritious meal before school can boost students' performance in class and have a positive impact on their long-term attainment. <a href="https://www.theguardian.com/education/2016/nov/04/free-school-breakfast-clubs-boost-maths-and-literacy-results-study-finds">https://www.theguardian.com/education/2016/nov/04/free-school-breakfast-clubs-boost-maths-and-literacy-results-study-finds</a>	7
<i>Attendance group interventions</i>	Chronic absenteeism has been linked to low attainment, social disengagement and feelings of alienation. There are also strong correlations between absenteeism and mental health problems. Absences also negatively affect socioemotional development. <a href="https://edpolicyinca.org/publications/effects-absenteeism-academic-and-social-emotional-outcomes">https://edpolicyinca.org/publications/effects-absenteeism-academic-and-social-emotional-outcomes</a> <a href="https://www.cresp.udel.edu/wp-content/uploads/2018/07/P18-002.5_final.pdf">https://www.cresp.udel.edu/wp-content/uploads/2018/07/P18-002.5_final.pdf</a> Keeping Children Safe in Education (DfE)	7

Total budgeted cost: £296, 049



# Pupil Premium Strategy Statement

## 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.

	Desired outcomes (2020-2021)	Impact
1	Ensure that any lost learning is caught up, fundamentally through quality first teaching and then supplemented by targeted and high impact intervention strategies from a range of professionals. 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.	For the 2021 cohort, progress of PP students at GCSE level was higher than that of their non PP counterparts.
2	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. Weekly monitoring and intervention taking place	Attendance figure for PP pupils in the Autumn Term 2021 is almost equal to that of non PP students (92.2 vs 92.7).
3	Progress in Maths improves across all key stages in line with English so that PP students achieve both GCSE English and Maths.	Number of PP students who achieved 5+ at English and Maths is almost on a par with number of non PP students who achieved 5+ Maths and English (59 vs 61).
4	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	A programme of Peer Mentoring supported students with attendance and wellbeing issues. A comprehensive and multi-pronged approach to SEMH intervention was developed to help students during COVID and in the aftermath. All PP students were closely monitored during the lockdown, and when necessary, received specific assistance from school (laptops, food hampers, work booklets...)
5	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	Coffee mornings for hard-to-reach parents started in September, with a view to become a regular feature of our school life. The Lammas App shows a high level of parental engagement (84%).

## Externally provided programmes

Programme	Provider
Lexia	£3,690 over a three-year-period
Accelerated Reader	£16,083.60 over a three-year period

## Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/a
What was the impact of that spending on service pupil premium eligible pupils?	N/a