



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	757
Proportion (%) of pupil premium eligible pupils	35.2% (267)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	November 2022
Date on which it will be reviewed	December 2023
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	£270,876
Covid Premium	£19,932
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	N/A
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	£290,808

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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	CATS means data for year 7 shows that disadvantaged students score lower than their counterparts (95.1 vs 96.8 non –PP)
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	Almost half the students who have received one or more fixed term exclusion this term come from disadvantaged backgrounds (47%).
4	47% of our lower prior attainment cohort comes from disadvantaged backgrounds, as opposed to 28% of our higher prior attainment cohort.
5	Observations, data and discussions with families and other professionals in school suggests that the wellbeing of disadvantaged students has been affected by the economic crisis to a greater extent than that of other students. Many of

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	our disadvantaged students have been identified as having SEMH issues as a result of austerity measures.
6	More than half of our SEND cohort comes from disadvantaged backgrounds. (56%)
7	Our data shows that the attendance of disadvantaged students is lower than that of their peers. Current attendance (90.04 vs 92.09 non PP).

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
Improved attainment for disadvantaged students	GCSE results of PP students match those of non PP students in regard to average attainment and progress.
Improved literacy and reading skills	Progress of PP students in KS3 English is 85% "at" or "above". Observations and book scrutinies 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.
Enhanced support for students who struggle with self-regulation	The focus on wellbeing and positive relationships has led to 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) indicates an improvement in disadvantaged students' ability to self-regulate.
Improved parental engagement	Disadvantaged families' attendance to Parents Evenings improves, and there's an increase in parental activity on The Lammas app. Our records demonstrate higher parental engagement with school life for disadvantaged students, including frequency and quality of communication, and cooperation with school procedures.

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Enhanced our wellbeing provision and support to reach all our students, especially those who are disadvantaged	<p>Climate walks, data, observations and teachers' feedback indicate wellbeing of disadvantaged students is a priority.</p> <p>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.</p>
Improved support for SEND students	<p>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 collaboration between the SEND department and the rest of the school.</p>
Improved attendance	<p>Attendance figures show a reduction in the number of PA among disadvantaged students.</p>

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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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</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: https://www.mentallyhealthyschools.org.uk/</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, <i>Leading Inclusion in a Secondary School</i>, Routledge, London and New York</p>	3, 5, 7, 4
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: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</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, <i>An Unequal Playing Field: Extra-curricular Activities, Soft Skills and Social Mobility</i>,</p>	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 https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit</p>	1, 2, 3, 6



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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
Access to other resources (revision books)	<p>Revision books can support the learning when used effectively and in conjunction with other revision strategies. Guidance from teacher is advised.</p> <p>B. Blackbourn, 2019, Rigour and Differentiation in the Classroom, Routledge, New York.</p>	1, 2, 4

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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
Mental Health support providers (P\lace2Be and CAMHs)	Evidence shows that mental health is a strong predictor of future academic performance and professional success. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4443903/ mentallyhealthyschools.org.uk (Anna Freud National Centre for Children and Families)	3, 5, 6, 7
Coffee mornings for parents	There are clear indicators that parental engagement with school improves attendance, social skills and self-esteem. It also facilitates collaboration and co-production. https://www.learningliftoff.com/how-parental-involvement-benefits-the-entire-educational-process/ M. Allen, 2021, Leading Inclusion in a Secondary School, Routledge, London and New York	4, 7
Breakfast club	Research shows that a nutritious meal before school can boost students' performance in class and have a positive impact on their long-term attainment. https://www.theguardian.com/education/2016/nov/04/free-school-breakfast-clubs-boost-maths-and-literacy-results-study-finds	7
Attendance group interventions	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. https://edpolicyinca.org/publications/effects-absenteeism-academic-and-social-emotional-outcomes https://www.cresp.udel.edu/wp-content/uploads/2018/07/P18-002.5_final.pdf Keeping Children Safe in Education (DfE)	7

Total budgeted cost: £ 290,808

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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 (2021-2022)	Impact
1	Ensure that PP pupils are at no disadvantage to their non-PP counterparts fundamentally through quality first teaching and then supplemented by targeted and high impact intervention strategies from a range of professionals.	GCSE results show that APS of PP students was almost equal to that of non-PP students (4.10 PP vs 4.14 non PP), and higher than disadvantaged national (3.75).
2	An improvement in the attendance and punctuality of the students. Targeted intervention via tutors, Heads of Year's and Attendance Officer is effective at recognising issues and then addressing them in a timely and effective manner. Weekly monitoring and intervention taking place	Attendance figures for PP pupils in academic year 2022 is higher than that of non PP students (88.8% PP vs 86.9 non-PP).
3	All PP pupils will aspire for 100% achievement and will receive the necessary support through quality teaching, intervention, counselling, tutors and mentors.	The new Attendance Strategy effectively targets students with attendance issues. A comprehensive and multi-faceted approach to SEMH intervention (including counselling services, CAMHs, and external support) helps students to cope with the pressure of exams. All PP students received specific assistance from school as necessary (laptops, revision books, phone calls on the day of the exam...)
4	Parents will be more engaged with the school through events, communications via The Lammas App, Parents	Coffee afternoons for hard-to-reach parents become a

	Evenings. Teacher, Tutors, HoY's and SLT links to maintain consistent contact with families.	regular feature of our school life. The Lammas App is consistently used to communicate with parents. Launch of the Lammas social site.
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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