

School Overview

Detail	Data
Number of pupils in school	577
Proportion (%) of pupil premium eligible pupils	41% (236)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023/24 2024/25 2025/26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	C Kenny
Pupil premium lead	R Dillon
Governor / Trustee lead	A Powell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£265,215
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
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	£265,215

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 collated through assessment of need and educational research. The main points of the plan are:

- **Targeted Professional Development**
Equip teachers with strategies and resources to address specific needs identified in the diagnostic assessment.
- **Data-Driven Instruction**
Use ongoing formative assessments to adapt teaching methods and interventions based on student progress (e.g. GLS assessments, Academic mentors)
- **Student Voice**
Involve students in setting goals and reflecting on their learning to increase motivation and ownership (Community Leaders)
- **Cultural Responsiveness**
Ensure teaching practices and materials reflect and respect the diverse backgrounds of the cohort.
- **Community Partnerships**
Collaborate with local organizations and services to provide additional support and enrichment opportunities (e.g. BACME, Spark2Life, Diverse Voices, Jack Petchey, University Partnerships)
- **Wellbeing and Mental Health Support**
Integrate social-emotional learning and provide access to counselling and mental health resources (e.g. Place2Be and Kooth) as well as additional support and opportunities for vulnerable groups to thrive (e.g. Social club and Boxing clever).
- **Technology Integration**
Leverage digital tools and hardware for personalised learning and to bridge gaps in access or engagement (e.g. chromebooks, Accelerated Reader, Unifrog, FLASH Academy).

Challenges

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

Challenge number	Detail of challenge
1	57% of disadvantages PP students arrive with either lower prior attainment or no data with 63% achieving standardised mean scores of less than 100 within their CATs.
2	The data we received from primary schools indicate that 24% of students arrive to Lammas requiring additional support in order to reach the expected standard of reading.
3	A disproportion number of disadvantaged PP students had additional vulnerabilities; 45% have English as an additional language and 1 in 5 have a special educational need.
4	Whilst in line with National, attendance for disadvantaged students continues to be lower than their peers.
5	In 2024/5 1 in 5 students within the school did not start at the school in year 7, within year 11 (2024/25), 28% of the cohort were not enrolled in year 7. This mobility is significantly higher than National.

6	Although suspension rates align with national figures, a disproportionately high number involve disadvantaged pupils eligible for Pupil Premium
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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	<p>GCSE results evidence PP A8 and P8 scores are in line with their peers.</p> <p>Basic measures are in line with National.</p> <p>PP students attend regular weekly academic mentor sessions for English and Maths. 60% of Scholars across the strands are PP students.</p>
Improving literacy and reading skills	<p>Progress of PP students in KS3 English are 85% “at” or “above”.</p> <p>Observations and book scrutiny show greater engagement in English and higher levels of literacy all around.</p> <p>A higher proportion of PP students attend extra-curricular reading and writing clubs.</p> <p>Intensive interventions such as IDL are utilised to secure rapid progress in terms of reading ages. 60% of Reading Scholars are PP students.</p> <p>Reciprocal reading is utilised throughout the school during tutor time with PP students acting as Community Leaders (Reading Champions) and selecting key texts and books.</p>
Enhancing our support for students who struggle with self-regulation	<p>Records demonstrate a decrease in FT exclusions and RR placements of PP students (65% decrease).</p> <p>Records demonstrate that with a range of interventions including Boxing Clever, 1-1 mentoring, Duke of Edinburgh, access to guided programmes, the number of FT exclusions and withdrawn internal exclusions are reduced.</p> <p>Increased numbers of PP students secure Duke of Edinburgh Bronze Award.</p> <p>Quantitative data evidence a significant decline in behaviour incidents for disadvantaged students, and an increase in merits and rewards.</p> <p>Qualitative data (interviews with teachers, pupil- centred meetings, reports) indicate an improvement in disadvantaged students’ ability to self-regulate.</p>



<p>Improving parental engagement</p>	<p>Disadvantaged families' have attended a range of workshops from cooking classes to learning English as an additional language guidance.</p> <p>The schools Summer festival enabled families to engage in activities such as a nature trial, seed planting, drumming classes and weekly reading corner.</p> <p>Check in calls and opportunities for both online and face to face meetings with key staff such as tutors have supported in increasing opportunities for parents to engage with school.</p> <p>Attendance to Parents Evenings continues to improve within key groups, and there's an increase in parental contact through the Arbor portal.</p> <p>Records demonstrate a higher parental engagement with school life for disadvantaged students, including frequency and quality of communication, and cooperation with school procedures. This communication is further strengthened through the introduction of a weekly family bulletin and coffee mornings, afternoon teas.</p>
<p>Enhancing our wellbeing provision and support to reach all our students, especially those who are disadvantaged</p>	<p>Climate walks carried out as part of school reviews, 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.</p> <p>Surveys evidence all students feel happy at school most or all of the time last term.</p> <p>Both staff and students show an acute understanding of the school's safeguarding systems and processes and use them regularly and effectively.</p> <p>Place2Be and City Year Mentoring records evidence that target PP students are in receipt of necessary support.</p>
<p>Improving support for SEND students</p>	<p>Data shows a reduction in the gap between the progress and attainment of SEND students and those of their peers. This includes a significant increase in the attainment of SEND students at GCSE so that these align with their peers.</p> <p>Staff CPD feedback indicates an increase in the level of understanding of SEND needs among our professional body.</p> <p>Climate walks, observations and DDIs demonstrate an improvement in the effectiveness of the collaboration between the SEND department and the rest of the school.</p> <p>Outcomes evidence a narrowing in the gap between SEND students and their peers.</p>
<p>Improving attendance</p>	<p>Attendance figures show a reduction in the number of PA among disadvantaged students and that attendance for these students is above National and in line with their peers.</p>

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Upskilling staff in regard to differentiation and scaffolding through Inclusion-based CPD and Developmental Drop Ins (Coaching).</p>	<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/teachinglearning-toolkit</p> <p>S. Choudry, 2021, Equitable Education, Critical Publishing, Essex</p>	<p>1, 2, 3, 5</p>
<p>Enhancing staff awareness of how trauma impacts students' learning through staff Mental Health training, Culture and Ethos CPD and Behaviour Workshops</p>	<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>CPD provided via EP ensures all staff are trauma informed and adopt approaches in support of students.</p> <p>Inclusive Schools in Waltham Forest – guidance handbook</p> <p>Anna Freud Foundation: https://www.mentallyhealthyschools.org.uk/</p>	<p>1, 3, 4, 5</p>

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

Budgeted cost: £110,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular and Targeted Mentoring support for students who struggle in school delivered through access to Academic Mentors	<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>	1, 2, 3, 4, 5
Literacy Enhancing Reading Programmes (FLASH, IDL and 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
A broad range of extracurricular 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>	4, 6
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, 4, 5
Access to technology such as chrome books, laptops and Sparks.	<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. Programmes such as Sparks and Kerboodle allow for students to undertake regular review of learning throughout lessons and within afterschool clubs.</p>	1, 2, 3, 5
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. Blackburn, 2019, <i>Rigour and Differentiation in the Classroom</i>, Routledge, New York.</p>	1, 2, 3, 4, 5

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

Budgeted cost: £147,215

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health support providers (Place2Be 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)	2, 3, 4, 6
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	2, 3, 4, 6
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	1, 3, 4, 5
Attendance group interventions Educational Welfare Officer support. City Year mentoring	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)	4, 6

Total budgeted cost: £265,215

Part B: Review of Outcomes in the Previous Academic Year

Outcomes for Disadvantage Pupils

Intended outcome (2023/24)	Success criteria	Impact
Improving attainment of disadvantaged students	<p>GCSE results evidence PP A8 and P8 scores are in line with their peers.</p> <p>Basic measures are in line with National.</p> <p>PP students attend regular weekly academic mentor sessions for English and Maths. 60% of Scholars across the strands are PP students.</p>	<p>Maintaining of A8 for PP despite the low starting points (KS2 average attainment 91 compared to 106 in 2023-24). This is reflected in the estimated P8 score of +0.8 (based on KS2 banding derived from TAs).</p> <p>Increase in students achieving English and Maths at Grade 5 in comparison to 2023-24.</p>
Improving literacy and reading skills	<p>Progress of PP students in KS3 English are 85% “at” or “above”.</p> <p>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.</p> <p>Intensive interventions such as AR and IDL are utilised to secure rapid progress in terms of reading ages. 60% of Reading Scholars are Pupil Premium students.</p> <p>Reciprocal reading is utilised throughout the school during tutor time with PP students acting as Community Leaders (Reading Champions) and selecting key texts and books.</p>	<p>Greater proportion of KS3 secured working at or above within English (80%).</p> <p>There was above expected growth for reading ages across KS3 (+0.1 months) with above typical growth in years 7 and 8 and high levels of growth across year 9.</p> <p>At the end of year, 77% of those regularly attending the library afterschool were pupil premium.</p> <p>64% of those receiving Community Leaders badges were pupil premium.</p>
Enhancing our support for students who struggle with self-regulation	<p>Records demonstrate a decrease in FT exclusions and RR placements of PP students (65% decrease).</p> <p>Records demonstrate that with a range of interventions including Boxing Clever, 1-1 mentoring, Duke of Edinburgh, access to guided programmes, the number of FT exclusions and withdrawn internal exclusions are reduced.</p> <p>Increased numbers of PP students secure Duke of Edinburgh Bronze Award.</p> <p>Quantitative data evidence a significant decline in behaviour incidents for disadvantaged students, and an increase in merits and rewards.</p>	<p>68% reduction in FT exclusions for PP students and 39% reduction for SEND students.</p> <p>Reduction in behaviour incidents across the school (42%) with increased merits awarded to PP with this now in line with peers.</p> <p>Over 60% of students securing Duke of Edinburgh Bronze Award were PP students.</p> <p>Behaviour across the school has improved with external validation e.g. Ofsted 2025 ‘Behaviour in lessons is</p>

	<p>Qualitative data (interviews with teachers, pupil-centred meetings, reports) indicate an improvement in disadvantaged students' ability to self-regulate.</p>	<p>overwhelmingly positive. Corridors and communal spaces are calm.'</p>
<p>Improving parental engagement</p>	<p>Disadvantaged families' attendance to Parents Evenings improves, and there's an increase in parental activity on The Lammas app.</p> <p>Records demonstrate a higher parental engagement with school life for disadvantaged students, including frequency and quality of communication, and cooperation with school procedures. This communication has been further strengthened through the introduction of a weekly family bulletin and coffee mornings, afternoon teas.</p>	<p>Parent's evenings are well attended with over 80% attendance within the final year 11 parents evening.</p> <p>Data shows 84% of PP families regularly accessing Arbor app.</p>
<p>Enhancing our wellbeing provision and support to reach all our students, especially those who are disadvantaged.</p>	<p>Climate walks carried out as part of school reviews, 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.</p> <p>Surveys evidence all students feel happy at school most or all of the time last term.</p> <p>Both staff and students show an acute understanding of the school's safeguarding systems and processes and use them regularly and effectively.</p> <p>Place2Be and City Year Mentoring records evidence that target PP students are in receipt of necessary support.</p>	<p>City Year impact report indicates over 80% of those provided with mentoring were PP students with positive impact noted across measures such as attendance and wellbeing surveys.</p> <p>67% of students receiving 1-1 counselling Place2Be with the majority of these experiencing anger, attention and emotional issues.</p> <p>Surveys evidence 96% of students feel moderate to strong sense of belonging within the school.</p>



<p>Improving support for SEND students</p>	<p>Data shows a reduction in the gap between the progress and attainment of SEND students and those of their peers. This includes a significant increase in the attainment of SEND students at GCSE so that these align with their peers.</p> <p>Staff CPD feedback indicates an increase in the level of understanding of SEND needs among our professional body.</p> <p>Climate walks, observations and DDIs demonstrate an improvement in the effectiveness of the collaboration between the SEND department and the rest of the school.</p> <p>Outcomes evidence a narrowing in the gap between SEND students and their peers.</p>	<p>SEN K Progress 8 improved from -1.44 (22/23) to +0.63 (24/25) (based on KS2 TA). This improving trend can be seen over time for PP Progress 8 improved by +2.03 over four years (-1.23 in 21/22 to +0.8 in 24/25), narrowing attainment gaps significantly.</p> <p>68% reduction in FT exclusions for PP students and 39% reduction for SEND students.</p> <p>DDIs evidence greater proportion of strengths within key facet; adaptive teaching.</p>
<p>Improving attendance</p>	<p>Attendance figures show a reduction in the number of PA among disadvantaged students.</p>	<p>Attendance figures for 2024/25 evidence an improvement of 1.1% with the school identified as being in decile 3 of the top 20-30% schools nationally.</p> <p>Attendance for PP students is in line with National although this remains 2% below their peers.</p>

Externally Provided Programmes

Programme	Provider
Accelerated Reader	£16,083.60 over a three-year period
IDL	£638.00 pa
FLASH	£1,475.00 pa
Unifrog	£3,780.00 pa
City Year	£72,600 pa
Place2Be	£44,8960 pa