



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School Overview

Detail	Data
Number of pupils in school	726
Proportion (%) of pupil premium eligible pupils	38.9% (283)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2023
Date on which it will be reviewed	January 2024
Statement authorised by	M Bland
Pupil premium lead	C Kenny
Governor / Trustee lead	A Powell

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£292,905
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£78,384
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	£371,289

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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 higher than their counterparts (91.5 vs 90.7 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	A third of the students who have received one or more fixed term exclusion this term come from disadvantaged backgrounds (34%).
4	52% of our lower attainment cohort come from disadvantaged backgrounds, as opposed to 36% 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 our disadvantaged students have been identified as having SEMH issues as a result of austerity measures.
6	Just under half of our SEND cohort comes from disadvantaged backgrounds. (44%)
7	Our data shows that the attendance of disadvantaged students is lower than that of their peers (-1.1%).



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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 (65% decrease). 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. This communication has been further strengthened through the introduction of a weekly family bulletin and coffee mornings, afternoon teas.
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. This included a significant increase in the attainment of SEND students at GCSE with 56% attaining Grades 9-5 in Maths and 44% in English Language. 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.
Improving attendance	Attendance figures show a reduction in the number of PA among disadvantaged students.

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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: £20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Upskilling staff in regard to differentiation and scaffolding through Inclusion-based CPD</p> <p>Recruiting Lead Practitioners as part of teaching staff to deliver continuous support in developing the teaching practice of colleagues</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/teaching-learning-toolkit</p> <p>S. Choudry, 2021, Equitable Education, Critical Publishing, Essex</p>	1, 3, 6
<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>Inclusive Schools in Waltham Forest – guidance handbook</p> <p>Anna Freud Foundation: https://www.mentallyhealthyschools.org.uk/</p>	5, 7, 3

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

Budgeted cost: £231,289

Activity	Evidence that supports this approach	Challenge number(s) addressed
Regular and Targeted Mentoring	Research indicates that bespoke intervention, advice and guidance for students supports academic success and emotional wellbeing. Students develop independent	3, 5, 7, 4

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support for students who struggle in school through allocated academic mentors	skills and the ability to self-reflect and manage stressful situations. M. Allen, 2021, Leading Inclusion in a Secondary School, Routledge, London and New York	
Literacy Enhancing Reading Programmes (Lexia, Accelerated Reader)	Evidence demonstrates that literacy is key to learning across all subjects and a strong predictor of outcomes later in life. Education Endowment Foundation: https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1, 2, 3, 6
A broad range of extra-curricular activities before, during and after school	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. The Social Mobility Commission, An Unequal Playing Field: Extra-curricular Activities, Soft Skills and Social Mobility,	5, 7
Targeted in-school intervention programmes	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. EEF guide to the Pupil Premium at https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit	1, 2, 3, 6
Access to technology such as chrome books, laptops and targets	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. Covid-19 and the Disadvantage Gap, Uk Parliament.	1, 2, 4
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. Blackbourn, 2019, Rigour and Differentiation in the Classroom, Routledge, New York.	1, 2, 4
City Year	In school mentors offering 1-1 mentoring, academic interventions and a wide range of extracurricular provisions.	2, 5, 7

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

Budgeted cost: £120,000

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. https://www.ncbi.nlm.nih.gov/pmc/articles/PMC4443903/ 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. 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
<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. https://www.theguardian.com/education/2016/nov/04/free-school-breakfast-clubs-boost-maths-and-literacy-results-study-finds	7
<i>Attendance group interventions</i> <i>Educational Welfare Officer support from external agency</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. 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: £371,289

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Part B: Review of Outcomes in the Previous Academic Year

Outcomes for disadvantage pupils

Desired outcomes (2022/23)	Impact
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.	<p>GCSE results show the continued gap between non- PP and PP with APS 4.31 vs 3.39.</p> <p>A similar trend is seen within the schools Basics measures with 57.8% non PP students achieving 9-4 in E&M with PP students attaining 30.8%.</p> <p>Fewer PP students secured Ebacc standard passes than non PP.</p>
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 figure for PP pupils in academic year 2022- 23 was slightly lower (89.14) than that of non PP students (89.82%) however school attendance figures for Summer term evidenced improvements from term 1.
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 targeted students with attendance issues. A comprehensive and multi- pronged approach to SEMH intervention (including counselling services, CAMHs, and external support) was developed to help students cope with the pressure of exams. All PP students were closely monitored during the exam period, and when necessary received specific assistance from school (laptops, revision books, phone calls on the day of the exam...)
Parents will be more engaged with the school through events, communications via The Lammas App, Parents Evenings. Teacher, Tutors, HoY's and SLT links to maintain consistent contact with families.	Coffee afternoons for hard-to- reach parents have become a regular feature of our school life. The Lammas App is consistently used to communicate with parents together with the family weekly bulletin.

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

Programme	Provider
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Lexia	£3,690 over a three-year-period
Accelerated Reader	£16,083 over a three-year period
City Year	£72,000 per annum
Place2Be	£43,420 per annum
Elephant Group	£4,800 per annum
Boxing Clever	£11,600 per annum
TEAM EWS	£31,000 per annum