

Pupil premium strategy statement and review 2021

School overview

Metric	Data
School name	Lacon Childe School
Pupils in school	565
Proportion of disadvantaged pupils	1:6
Pupil premium allocation this academic year	£89,770
Academic year or years covered by statement	7-11
Publish date	Nov 2020
Review date	Dec 2021
Statement authorised by	D Reynolds
Pupil premium lead	T Stiles
Governor lead	P Williams

Aim	Target	Review
Progress 8	Achieve a progress 8 score equal to or greater than 0	Progress 8 score not produced for academic year. Individual student scores compared instead.
Attainment 8	Achieve an attainment 8 score in line with non-PP students	Attainment 8 score Non-PP – 5.54 PP – 3.82 Attainment 8 score does not take into account individual needs or starting points. Challenging individual student targets were set for the cohort and progress analysed at each data capture.

Percentage of Grade 5+ in English and maths	33%	23% achieved grade 5+ in English and maths. One targeted student did not achieve the grade 5 targeted. Mentoring and additional tuition was in place for this group of students.
Attendance	To be equal or greater than 97%	Covid impact on attendance. Regular communication with parents to support positive attendance of online lessons was targeted to ensure positive attendance and limit missed learning opportunity. On return to school post lockdown, alternative provision was put in place to ensure positive engagement and best possible outcomes for students.

Measure	Activity	Review
Priority 1 PP students achieve expected grades and Progress 8 score is equal to non-PP score.	Ensure that class sizes remain smaller than average in core subjects. All staff to be able to easily access and monitor target/progress data	Continued to put additional staffing into core subjects in English, Maths and Science Years 9 – 11. HLTA support work with Year 10 and 11 to support targeted intervention in English and Maths. English, Maths and Science average group size 22. Personalised instruction and increased time with core subject staff. Gap remained in Attainment 8 score. All staff using SISRA and FFT in data progress meetings informing mentor meetings and intervention.
Priority 2 Attendance of PP students	Personalised plans to increase engagement and attendance	Attendance was significantly impacted by Covid pandemic which resulted in changes to curriculum for some students, mentoring for all students, increased support from admin team to ensure positive attendance
Actual spending	Priority 1 teaching £73404 Priority 1 data packages £500	

Additional specific interventions

Measure	Activity	Review
Priority 1	Literacy interventions across KS3 for low attaining disadvantaged pupils. Average Pupil Premium score remains lower than for other students	See below
Priority 1	Numeracy interventions across KS3 for low attaining disadvantaged pupils. Average Pupil Premium score remains lower than for other students	See below
Priority 1	Targeted literacy or numeracy intervention program for Y11. All Pupil Premium students in Y11 access 1:1 tuition.	See below
Priority 2	Educational Welfare officer support and attendance officer £1794	EWO involvement supported the school in maintaining positive attendance of students during the pandemic.
Priority 2	Alternative provisions – Motor vehicle Yr11, Curriculum setup costs £2000 Curriculum delivery £914 Curriculum resources £500 Horse riding KS3,	Motor vehicle intervention was designed to provide Y11 students with an alternative practical option to motivate, enthuse and prepare students for post 16 options. Student voice indicated that they enjoyed the practical nature of the course, that it gave them confidence and also taught them valuable life skills. Parental support was very strong. Horse riding provides our students with an alternative provision outside of the school environment. It improves coordination, gross & fine motor skills and confidence. Students learn how to collect their horse, mount and wait safely for the ride to begin. During the session they are expected to be sympathetic to their horse, listen to directions

	L@fter transport support	from the instructors and respond to the feedback given. The instructors use letters and numbers that are fixed around the arena for practices. L@fter transport enables all students to access enrichment and academic support after school hours.
	Personalised revision packs and guides	Students are provided with all educational material necessary including stationary, materials, revision guides and support with curriculum visits to ensure that all students are able to access the full curriculum in school.
Actual spending	£12452 priority 1, £4147 priority 2	

Priority 1 Literacy

What does your data show for those pupils involved in intervention programmes? Is it in line with the expected progress from the research?

Y7 as a group of 8, have made significant progress

Y8 data shows students' Standardised Scores have shown expected progress but not significant progress to close the gap.

Y9, data shows students' Standardised Scores have demonstrated expected progress but not progress closing the gap.

Are you using evidence-based interventions? If so, are they being used as intended, with the appropriate guidance and training?

Within the key skills lessons, evidence-based interventions are not generally used, however, during 1-1 sessions we use the Catchup Literacy for a targeted approach to areas of weakness.

If not, do they reflect the characteristics of effective interventions?

The sessions are one hour long (but split into smaller 'tasks') and happen at least once a week over the entire year. The only exception is Y7 who start key skills lessons after the first half-term to ensure we are choosing the correct candidates for the intervention provided.

The intervention is structured, with supporting resources, and has a clear objective.

Assessments are used to provide relevant information on areas of weakness for each individual, and to track progress.

Is appropriate planning provided for timetabling out-of-class sessions so that they complement classroom teaching?

Planning and marking time is provided for key skills, alongside collaborative planning sessions with the English department as a whole, where professional ideas and resources can be discussed and shared.

How effective are TAs and teachers in reviewing work taking place in intervention sessions? Are pupils supported to make links being made with general classroom work?

HLTAs meet with the SENCo once every two weeks to discuss intervention progress and student support, plus a fortnightly team meeting where any student issues can be addressed.

Pupils are supported to make cross-curricular links and to recognise that methods used in key skills lessons would be valuable in literacy across the curriculum.

Priority 2

What does your data show for those pupils involved in intervention programmes? Is it in line with the expected progress from the research?

Y7 data shows students' Standardised Scores have demonstrated expected progress but not progress closing the gap.

Y8 data shows students' Standardised Scores have shown expected progress but not significant progress to close the gap.

Y9, as a group of 8, have made significant progress.

Are you using evidence-based interventions? If so, are they being used as intended, with the appropriate guidance and training?

Within the key skills lessons, evidence-based interventions are not generally used, however, during 1-1 sessions we use the Power of 2 scheme for a targeted approach to areas of weakness.

If not, do they reflect the characteristics of effective interventions?

The hour is split into smaller bite sized chunks to allow for precision teaching of core concepts and happen at least once a week over the entire year.

The intervention is structured, with supporting resources, and has a clear objective. The lessons follow the maths schemes in mainstream lessons or identified misconceptions providing an opportunity to overlearn topics that have been challenging.

Standardised assessments are used to provide relevant information on areas of weakness for each individual, and to track progress.

Is appropriate planning provided for timetabling out-of-class sessions so that they complement classroom teaching?

Planning and marking time is provided for key skills, alongside collaborative planning sessions with the maths department as a whole, where professional ideas and resources can be discussed and shared.

How effective are TAs and teachers in reviewing work taking place in intervention sessions? Are pupils supported to make links being made with general classroom work?

HLTAs meet with the SENCo once every two weeks to discuss intervention progress and student support, plus a fortnightly team meeting where any student issues can be addressed.

Pupils are supported to make cross-curricular links and to recognise that methods used in key skills lessons would be valuable in maths lessons too.

Priority 1 additional.

Students in Year 11 received intervention from MyTutor or in school additional support. Those students receiving additional in school lessons for literacy and numeracy were not included in the online provision to better support their engagement. Students were supported by an HLTA who met with them weekly to discuss progress and support engagement with the intervention.

All PP students were prioritised for Careers interviews and support. 31% of the PP cohort received additional provision in the form of a vocational offer in either Motor Vehicle or Horse riding.

All students transitioned to appropriate post 16 provision.

Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	Covid19 attendance	Laptops for those without, access to school for vulnerable, welfare calls where applicable TAs invited to online lessons to support
Targeted support	Covid19 attendance	TA support in core subjects, reading with TAs to continue remotely Online catch up tuition to continue
Wider strategies	Covid19 attendance	Continued mentoring remotely Parents contacted directly for Parent's evening appointments Appointments made for PP group parents