

PP strategy statement

This statement details our school's use of PP (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our PP strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of PP had within our school.

School overview

Detail	Data
School name	Lacon Childe
Number of pupils in school	557
Proportion (%) of PP eligible pupils	20%
Academic year/years that our current PP strategy plan covers (3 year plans are recommended)	2021-2025
Date this statement was published	Dec 2021
Date on which it will be reviewed	Dec 2022
Statement authorised by	R Croxton-Broome
PP lead	T Stiles
Governor / Trustee lead	P Williams

Funding overview

Detail	Amount
PP funding allocation this academic year	£92298
Recovery premium funding allocation this academic year	£13123
PP funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£105421

Part A: PP strategy plan

Statement of intent

At Lacon Childe school we believe that each pupil is an individual and a valued member of the school community. Irrespective of their background, each individual pupil is to be supported to achieve their potential academically and have access to the same educational opportunities.

Quality teaching and learning matched to pupils' ability with no limit on their potential is the cornerstone of our provision. In addition to this, our plan recognises the additional support that can be offered for our disadvantaged pupils in terms of attendance

Challenges

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

Challenge number	Detail of challenge
1	Close the gap in both outcomes and achievement between Pupil Premium (PP) and non-Pupil Premium (non-PP) students. This is a key concern; outcomes and achievement for PP students have been inconsistent (P8 gap - .49 in 2021). Whilst this is based on TAG grades the previous year of full exam grades (2019) showed a P8 gap of -.61.
2	Average attendance figures for PP pupils is below the average for non-PP pupils. While data for 2020/21 is more difficult to analyse due to Covid, there was a 10% discrepancy between PP and Non-PP Y11 pupils. This academic year, in the first term there is a 6% discrepancy between PP and all students. This matches historic PP attendance data in school. An academic study found that pupils with no absence are 1.5 times more likely to achieve 5+ GCSEs 9 - 4 or equivalent and 2.8 times more likely to achieve 5+ GCSEs 9 - 4 or equivalent including English and mathematics than pupils missing 15-20 per cent of KS4 lessons.
3	Parental engagement is a key theme. Extensive research has identified it as having a moderate impact (+4 months) on pupil attainment which matches our observations in school. Parental engagement, as measured by attendance at parents' evenings, for our PP pupils is lower than for non-PP pupils.
4	In school observations suggest that independent reading skills are crucial to success and being able to access exam materials. Our assessment data identifies a discrepancy between the reading ability of PP and non-PP pupils.
5	Teacher observations suggest that the basic functional mathematical skills covered at primary school are not sufficiently secure in many PP pupils who

	fail to make expected progress in maths. Our assessment data also indicates that these pupils find it difficult to assimilate information and make links between different mathematical topics, especially when preparing for assessments.
6	We recognise that not all families would find it easy to provide the range of educational resources or access the wider provision that as a school we believe it is important our pupils access.
7	Transition. As a result of lockdowns Key Stage 2 pupils have not only missed parts of their learning but also missed the opportunity to visit secondary providers. Furthermore, we do not have the same range of transition data for all pupils due, for example, to the cancellation of SATS assessments. We know that transitions between schools are a source of anxiety and supporting students through this transition is crucial.
8	We have identified that there is a growing need for emotional and mental health support within school and within our PP cohort.

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
To achieve improved attendance figures, closing the gap between our PP students and non-PP students.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> the attendance gap between PP pupils and their non-PP peers being reduced to 5%.
Improved reading comprehension across PP pupils in KS3. Higher grades achieved in reading sections for GCSE English Language	NGRT test results (by Year 9). Average score for PP students to equal that of non-PP cohort. Increase in marks on the reading section across years 9-11. Reduction in the discrepancy between PP and non-PP achievement compared to target data. Review of data via AQA enhanced results analysis following completion of GCSE English Language.
Maths Improved numerical reasoning skills in PP students, especially at KS3	Use of teaching, support and key skills staff to develop a coordinated approach to asking key questions within lessons. (Is this number even or odd? What is the sum of these numbers? What is the product of these numbers? How would you subtract this number from this number in your head? Why should we multiply here rather than

<p>Higher performance within regular assessments, especially throughout KS4 (beginning GCSE content in Y9)</p>	<p>divide?) Better responses with improved retention to be seen over time.</p> <p>Reduction in the discrepancy between PP and non-PP student achievement compared to target data/prior attainment.</p>
<p>To achieve and sustain improved parental engagement for disadvantaged PP pupils</p>	<p>All PP parents to be individually invited to attend parent's evenings resulting in 80% attendance. Parents who are unable to attend to be offered alternative time and a separate report of their child's progress if not possible.</p>
<p>Wider participation</p>	<p>Increased participation in enrichment activities for PP students. Analysis of options offered and student interests in order to engage PP learners.</p> <p>Transport subsidised and resources provided where necessary.</p>
<p>Emotional and mental health support</p>	<p>Targeted intervention available to our PP students.</p>

Activity in this academic year

This details how we intend to spend our PP (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 73,404

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional teachers and groups in the core Additional Maths and English Teacher appointed	While reducing class size is identified by the EEF as having a small impact (+2 months) in school we have found this this has a positive impact on outcomes for students. Groups can be organised more effectively to support individual needs and all students receive a greater amount of time with the teacher. Additional staffing in 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.	1
Intervention classes for Key Stage 3 groups	Targeted intervention has a good evidence base. Our in-school evidence highlights the important role this intervention has for our students.	1

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

Budgeted cost: £ 25,575

Activity	Evidence that supports this approach	Challenge number(s) addressed
Key skills maths teaching – ensure that relevant PP students are included in support groups with a small number of students or 1:1	The Education Endowment Foundation identifies that small group tuition has a significant impact (2/3 months additional progress per year for secondary maths). In school observation also suggests that students' confidence can increase when back in their regular maths groups, especially if there is good liaison between teachers of both groups and	5

	support staff so that skills can be effectively targeted.	
Key skills English teaching – small group, maximum of 6 focused on reading, comprehension skills and sentence structure.	Education endowment foundation identifies that small group tuition has a significant impact, 4 months additional progress per year. In school evidence suggests positive impact though this is affected by attendance.	4
Catch Up Literacy 1:1 weekly intervention sessions.	Peer reviewed positive impact on pupil progress.	4

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

Budgeted cost: £ 6,442

Activity	Evidence that supports this approach	Challenge number(s) addressed
All PP students to be on the first day call list. Any absence challenged in the first morning to promote positive attendance.	In school observation demonstrates that quick engagement with parents to highlight non-attendance has a positive impact.	1
Weekly EWO review of PP attendance to highlight patterns of non-attendance.	Poor attendance is multi-dimensional. The EWO develops an understanding of the causes of non-attendance or poor attendance and builds relationships with families to support better attendance.	1
Work sent home for completion, if student is well enough.	Supporting students to catch up with missed lessons enables a smoother return to the classroom.	1
Year 10 buddies/ mentors for support with literacy.	Peer tutoring seen to have a significant impact on pupil progress and possibly attendance (EEF).	4
Parent/ student informal workshop for revision skills in Maths and English after mock exams. For years 10 and 11.	Improved parental and student engagement with the school crucial to improving attendance levels and support at home.	4 and 5
Climbing intervention Targeted student intervention to enable students to reflect on their learning and challenges they face. Engagement of parents	Evidence suggests that parental engagement as well as targeted strategies to boost reflection and self-understanding has a moderate or better impact on learners.	1 and 2

is part of the 10 week programme.		
Check in Check up and Check out.	In school observation identifies this as key to ensuring that identified students are prepared for the school day. EEF identifies Teaching Assistant Intervention or Mentoring as having a low to moderate impact.	8
Targeted counselling school counsellor and associate year leader employed .	50% of PP cohort receive pastoral intervention.	8
Horse-riding.	Engagement activity which has been shown to have a positive impact on student engagement throughout the week.	2
Data tracking software.	These programmes enable staff to track progress and respond accordingly. Parental engagement also tracked via School Cloud.	1