

Pupil premium strategy statement – Lacon Childe School

This statement details our school's use of pupil 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	554
Proportion (%) of pupil premium eligible pupils	19.3%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2024/25 to 2026/27
Date this statement was published	December 2024
Date on which it will be reviewed	December 2025
Statement authorised by	Rachel Croxton-Broome, Head of School
Pupil premium lead	Tim Stiles, Assistant Headteacher
Governor / Trustee lead	Samantha Wenlock Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£111,300
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£111,300

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to use the pupil premium funding to help us improve and sustain higher attainment for disadvantaged students at Lacon Childe School that is comparable with that of non-disadvantaged students nationally. Our approach will not make assumptions about the impact of disadvantage. Instead our three-year strategy will focus on what reliable research states has the biggest impact on student outcomes, as well as the key challenges that are preventing our students from higher attainment.

Our three-year strategy focusses on the following key areas:

- High quality curriculum and teaching;
- Literacy and numeracy.
- Attendance; and
- Wellbeing and behaviour.

At Lacon Childe School, we will adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and have the highest expectations of what all students can achieve.

Students from low-income backgrounds do not learn differently. They need classrooms where behaviour, teaching and the curriculum are excellent. All students will be able to access powerful knowledge through our broad and balanced curriculum, irrespective of their background. No student's learning will be capped due to challenges to learning they might face, such as a reading age below their chronological age or a vocabulary deficit.

We are focused on ensuring that all students and in particular our disadvantaged students have excellent rates of attendance. Students need to be both in school and in their lessons, in order to access the high-quality provision on offer and increase their chances of success. Our pastoral care will focus on the removal of challenges outside the classroom ensuring that students have access to the necessary social and emotional (wellbeing) support required, as well as ensuring that they are equipped and can continue their learning outside of the classroom.

Challenges

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

Challenge number	Detail of challenge (Data updated September 2024)																																										
1	<p>Literacy skills (average reading ages) are lower for our disadvantaged students. The following table, October 2024 illustrates that we currently have a significant number of students who have a reading age more than 20% (3 years +) below their chronological reading age. As we move through the school, there is an increasing difference between their reading and chronological age, thus impacting on the progress of disadvantaged students across all subjects.</p> <p>Alongside reading, we want to ensure that all students are capable of expressing themselves through writing and speaking. A focus on writing and oracy will be developed and implemented in years 2 and 3 of the strategy.</p> <table border="1"> <thead> <tr> <th>Year</th> <th>More than 20% below chronological reading age (3 years+)</th> <th>2 years below</th> <th>Average for the group</th> <th>Chronological age</th> <th>Non-PP average reading age</th> <th>PP average reading age</th> </tr> </thead> <tbody> <tr> <td>7 (116)</td> <td>18</td> <td>9</td> <td>11.59</td> <td>11-12</td> <td></td> <td></td> </tr> <tr> <td>8 (121)</td> <td>21</td> <td>8</td> <td>12.06</td> <td>12-13</td> <td>12.3</td> <td>10.9</td> </tr> <tr> <td>9 (105)</td> <td>19</td> <td>7</td> <td>12.96</td> <td>13-14</td> <td>13</td> <td>11.9</td> </tr> <tr> <td>10 (113)</td> <td>23</td> <td>19</td> <td>13.05</td> <td>14-15</td> <td>13.2</td> <td>12.2</td> </tr> <tr> <td>11 (95)</td> <td>22</td> <td>11</td> <td>13.20</td> <td>15-16</td> <td>13.3</td> <td>11.9</td> </tr> </tbody> </table> <p>(number in year group)</p>	Year	More than 20% below chronological reading age (3 years+)	2 years below	Average for the group	Chronological age	Non-PP average reading age	PP average reading age	7 (116)	18	9	11.59	11-12			8 (121)	21	8	12.06	12-13	12.3	10.9	9 (105)	19	7	12.96	13-14	13	11.9	10 (113)	23	19	13.05	14-15	13.2	12.2	11 (95)	22	11	13.20	15-16	13.3	11.9
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2	<p>Numeracy skills reflected in final GCSE outcomes shows that our disadvantaged students on average achieve a quarter of a grade lower than their non-disadvantaged peers (-0.25-vs -0.49). Only 66.7% of our disadvantaged students achieved a grade 4 or above in their maths GCSE compared to 72.1% of non-disadvantaged students with an Attainment 8 score of 9.03 compared to 10.06 for their peers.</p>																																										
3	<p>Attendance Analysis for the last 3 years shows that there is a greater level of absence in disadvantaged students, compared to the non-disadvantaged. In 2023/24, our disadvantaged student attendance was 85.5% compare to 90.7% for non-disadvantaged students. This is also the case with the number of students who are classified as 'persistently absent'. PA for disadvantaged students in 2023/24 was 42.1% compared to 16.1% for non-disadvantaged students. The link between attendance and achievement is clear with our disadvantaged students achieving on average one grade lower than our non-disadvantaged students. Attendance is also linked to concerns regarding mental health and social skills.</p>																																										
4	<p>Behaviour Disadvantaged students receive more detentions than non-disadvantaged students with disadvantaged students also receiving a higher number of fixed term exclusions. Behaviour data for the academic year 2023-24 shows that the average number of negative behaviour points for disadvantaged students was nearly double the average of for non-disadvantaged students. Pupil premium students received 36% of negative behaviour points while they accounted for 20% of the school population</p>																																										
5	<p>Wellbeing (social & emotional) Our assessments, observations and discussions with students and families have identified social and emotional challenges for many students but more so for our disadvantaged students. These consist of anxiety, low mood, depression (diagnosed by medical professionals), problems interacting with peers, self harm and low self-esteem/confidence. This is particularly apparent since the pandemic and much more apparent in KS3.</p>																																										

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
Improve the reading ages of all students and in particular our disadvantaged students.	By 2026/27 the reading ages of all students and in particular disadvantaged students show that their reading age is in line or better than that of their chronological age.
Improve overall attainment and progress of all students and in particular our disadvantaged students in maths and English at GCSE.	By the end of our current plan in 2026/27: <ul style="list-style-type: none"> ▪ KS4 outcomes show that the A8 figure for disadvantaged students in English and maths is 10 or above. ▪ The number of disadvantaged students achieving 9-4 in both English and maths is above 75%. ▪ The number of disadvantaged students achieving 9-5 in both English and maths is above 60%. ▪ KS4 outcomes show that the P8 figure for disadvantaged students in English and maths is in line with their non-disadvantaged peers.
Higher attendance for all our disadvantaged students.	By 2026/27: <ul style="list-style-type: none"> ▪ the overall absence rate for all students being no more than 3%, with no significant attendance gap between disadvantaged pupils and their non-disadvantaged peers. ▪ The percentage of all students who are persistently absent being below 10% and the figure among disadvantaged students being no more than 5% lower greater than their peers. ▪ KS4 attendance is in line with National and in line with KS3.
Improve the behaviour of all students and in particular our disadvantaged students in order to ensure full access to the curriculum.	By 2026/27 behaviour data demonstrates: <ul style="list-style-type: none"> ▪ No difference in the average number of detentions issued to disadvantaged students, compared to their non-disadvantaged peers ▪ The FTE rate reduced to less than 5% for disadvantaged students. ▪ The number of achievement points for disadvantaged students is in line with their peers and is above a ratio of 5:1 or more when comparing achievement to behaviour points.
Provide targeted pastoral support to remove identified challenges and support the social / emotional development of all students and in particular our disadvantaged students.	By 2026/27 improved wellbeing of all students and in particular disadvantaged students demonstrated by: <ul style="list-style-type: none"> ▪ Improved attendance and behaviour data ▪ Improved outcomes at KS3 and 4 ▪ Qualitative data from student voice, student and parent surveys and teacher observations ▪ Increased participation in enrichment activities

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £29,582

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Collaborative planning training ▪ Provision of books and resources to support whole school T&L CPD including explanation and modelling, checking for understanding including questioning, addressing misconceptions and feedback to accelerate progress ▪ Leadership training and support to ensure leaders are focussed on developing effective teachers, can analyse and scrutinise the data for impact and are accountable for the students in their care and in particular disadvantaged students. 	<p>EEF “research tells us that high quality teaching can narrow the disadvantage gap”. Supporting high quality teaching through PD “is pivotal in improving children’s outcomes” see EEF Effective Professional Development here.</p> <p>TALIS report (2018) states that collaborative practice has a marked impact on teachers’ practices.</p> <p>EEF ‘Feedback’ research shows that these T&L strategies can have an impact of +6 months. See here.</p>	All
<ul style="list-style-type: none"> ▪ Literacy training whole school to support the teaching of literacy including explicit vocab, tutor reads and protocols. ▪ Training of staff to deliver literacy intervention such Direct Instruction and Read Write Ink ▪ Partial funding for a literacy lead to oversee literacy strategy 	<p>EEF has shown that reading comprehension strategies can have an impact of +6 months. This evidence can be found here EEF highlights that assessment should be used to match students to appropriate types of intervention (inc. teacher instruction) and to monitor the impact of interventions.</p> <p>St Matthew’s Research School Embedding Disciplinary Literacy... St. Matthew's Research School</p> <p>It is important to identify the appropriate level of text difficulty, to provide appropriate context to practice the skills, desire to engage with the text and enough challenge to improve reading comprehension.</p> <p>Students can struggle with decoding words, understanding the structure of the language used, or understanding particular vocabulary, which may be subject-specific</p> <p>A wide range of strategies and approaches can be successful, but for many students need to be taught explicitly and consistently.</p>	1, 3, 4 and 5

	<p>It is crucial to support students to apply the comprehension strategies independently to other reading tasks, contexts and subjects.</p> <p>Fresh Start: EEF +3 months report here Case Studies Thinking Reading</p> <p>The average impact of oracy interventions is approximately an additional six months' progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language.</p>	
National College subscription	To ensure that staff are fully trained and are knowledgeable about the challenges and barriers facing our students. Training includes supporting students with mental health, online safety, prevention of bullying or SEND awareness.	3, 4 and 5
Partial funding for a lead teacher responsible for the pupil premium strategy	To ensure that the strategy for improvement of the outcomes for disadvantaged students is successful a leader with oversight for this area is required.	All

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

Budgeted cost: £30,592

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> ▪ Ensure that all staff are explicitly teaching the tier 2 and 3 vocabulary in all lessons ▪ Ensure that all students have the opportunity to read disciplinary texts across a range of subjects ▪ Ensure the school reading protocols are embedded in all lessons ▪ Tutor reads are embedded across Years 7-10, twice a week, utilising exciting and challenging texts ▪ Purchase of resources to support literacy development including reading age testing programme ▪ Regular booster sessions to support literacy development and improvement ▪ Purchasing of delivery materials for intervention (RWI, Direct Instruction) 	As above	1, 3, 4 and 5

<ul style="list-style-type: none"> Development of a whole school writing and oracy strategy. 		
Partial funding for HLTA to support with maths interventions	One to one tuition can add an extra 5 months on average. Students, and in particular, our disadvantaged students unachieved in maths by a quarter of a grade and so we are utilising a specialist maths HLTA to provide students with 1:1 maths intervention.	2

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

Budgeted cost: £51,126

Activity	Evidence that supports this approach	Challenge number(s) addressed
PowerBi analysis tool	PowerBi is an analysis tool that enables us to analyse attendance and behaviour data in real time and enable sharp focus on identifying impact and analysing trends. This will then allow leaders to scrutinise data and use this data to inform next steps and decisions.	3 and 4
Partial funding of a Deputy KS4 Lead	In order to support attendance, wellbeing and support the improvement in behaviour at KS4, we have appointed a non-teaching Deputy KS4 Lead to provide with the removal of barriers, provide all day wellbeing and emotional support as well as supporting with engagement in lessons and bridging the gap between school and home.	All
Partial funding for a Community Liaison Officer and an Operational Designated Safeguarding Lead	In order to support attendance and in particular our disadvantaged students at risk of being persistently or severely absent, we have appointed a Community Liaison Officer who goes into the community to support families and students to re-engage with education. EEF research shows that positive parental engagement with schools can have a positive impact on average of 4 months additional progress.	3, 4 and 5
Partial funding for HLTA (x2) to support with wellbeing interventions (social and emotional)	One HLTA has a counselling qualification and is being used to provide regular 1:1 sessions for students who are struggling with their mental health. The other provides small group intervention sessions that supports social skills and the provision of tools to enable them to successfully engage in lessons and with their peers. EEF research here shows that “social and	3, 4 and 5

	emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning" and can add an add additional four months' progress over the course of a year.	
Partial funding for a Careers Leader	November 2021 Careers & Enterprise Company report 'Effective Careers Interventions for Disadvantaged Young People'. See the report here .	3, 4 and 5
Partial funding for the provision of a dedicated Operational DSL to support safeguarding systems in the school	DFE guidance 'Mental health and behaviour in schools' identifies that schools have a central role in supporting metal health issues in school. Report can be found here EEF +4 months (social & emotional learning). The EEF evidence can be found here	3, 4 and 5

Total budgeted cost: £111,300