

Pupil premium strategy statement – Lacon Childe School

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	546
Proportion (%) of pupil premium eligible pupils	21.43%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/20203 – 2024/2025
Date this statement was published	December 2023
Date on which it will be reviewed	July 2023
Statement authorised by	Noah Turner, Headteacher
Pupil premium lead	Kara Guise, Assistant Headteacher
Governor / Trustee lead	Penny Williams

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£103500
Recovery premium funding allocation this academic year	£33614
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£137,114

Part A: Pupil premium strategy plan

Statement of intent

- *At Lacon Childe School we are committed to ensure all students get to fully explore their potential and achieve aspirational outcomes that will open doors to future opportunities. We use pupil premium to endeavour to close the gap between disadvantaged students and their peers, to ensure these students achieve success and progress in line with their peers. To achieve this we have based our approach on research on how best to close gaps for students eligible for pupil premium:*
- *Ensuring all disadvantaged students are well known by staff*
- *Improving the reading age and confidence of all students (including the disadvantaged)*
- *Improving attitudes to learning of disadvantaged students*
- *Improving attendance of disadvantaged students*
- *Reducing the risk of suspension for disadvantaged students*
- *Ensuring that students who need additional support receive quality intervention.*
- *Improving links with parents of disadvantaged students*

Challenges

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

Challenge number	Detail of challenge
1	<i>Attitude towards learning of disadvantaged students suggest they are not as engaged in their learning and maximising their opportunities in lessons time in line with their peers.</i>
2	Absent rates for PP students are higher than that of PP students. Overall attendance rates for PP students in 2022-2023 was 86.7% compared to 91.2% for non PP students.
3	Suspensions remain higher (proportionally) for PP students in comparison with non PP students: In 2022 – 23 out of 179 total suspension 86 were for PP students 48% of all suspensions. This is compared to the % of PP students of 21%.
4	Parental engagement of parents of PP students is less than non PP students. (Attendance at parents' evenings, important meetings.)
5	PP Students make slower progress with their reading. Negative attitudes to reading are a block for the progress of some PP students.

6	A higher percentage of PP students have experienced known ACEs (adverse childhood experiences) that cause interference to students' ability to be settled, happy and enjoy their learning, exacerbating gaps in learning.
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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
Gaps in PP learning and progress close.	Assessment data shows that pupil premium students are making expected progress. QA highlights that PP students are not disadvantaged in the classroom and teachers are supporting them to catch up with any missing content, knowledge, and skills.
Pupil Premium students have positive attitude to learning allowing them to maximise learning in lessons.	Attitude to Learning data indicate that attitude to learning of pupil premium students are in line with their peers. QA activities indicate positive attitude to learning habits from pupil premium students
Pupil Premium students' attendance is in line with their peers.	Pupil Premium students' attendance improves to be in line with their peers >95%. Pupil Premium persistent absence rates fall to be in line with the national average.
Pupil Premium behaviour points and suspension rates are in line with their peers.	The number of average behaviour points for PP students is in line with their peers. The proportion of PP students who have at least 1 suspension <10% The proportion of PP students with multiple suspensions <5%
Pupil Premium students become competent and confident readers.	QA shows PP students accessing reading as an integral part of their learning in line with their peers. Reading ages of PP students are in line with their peers.
Parents of Pupil Premium students attend events including parents' evenings in line with parents of non PP students	Data from parents' evenings, other events and parental feedback shows parents of PP students engage with the school and attend in line with parents of non-PP students.

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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 50,929

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Whole school reading strategies include reading / library lessons, focus on key language in lessons and lesson planning.</i>	EEF - The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	1,2,3,5
<i>Reading is a key feature of Tutor time programme to widen exposure, develop vocabulary, encourage a passion for reading and broaden student's cultural capital.</i>	EEF - The average impact of reading comprehension strategies is an additional six months' progress over the course of a year.	1,2,3,5
<i>Implement High Quality Teaching provide a wide range of learning opportunities and help to develop knowledge and skills sequentially to strengthen learning.</i>	EEF toolkit indicates that 'Metacognition and self – regulation' can generate +7 months progress.	1,2,3,4
<i>Clear and rigorous assessment ensures that students understand the progress they have made and ways they can improve to further enhance student's learning and progress.</i>	EEF toolkit indicates that 'Metacognition and self – regulation' can generate +7 months progress. EEF toolkit indicates that "feedback" can generate +8 months.	1,2,3,4
<i>A clear behaviour policy and curriculum which recognises the need for routines, appropriate responses and strong relationships is continually developed so that teachers know how best to support</i>	EEF toolkit indicates that "behaviour interventions [strand 3]" can generate +3 months.	1,3,4

<i>students in their classroom.</i>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 51, 530

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading interventions include: Catch up literacy yrs 7-9 (Toe by Toe / Read Write Inc. Starter phonics), KS4 keys skills intervention, reluctant reading group peer mentoring Yrs 8 and 11.	EEF toolkit indicates that “oral language interventions” can generate +5 months	1,2,3,5
<i>All pupil premium students provided access to Complete Tutoring online maths tuition.</i>	EEF toolkit indicates one to one specialist tutoring can generate +5 months.	1,2,3,4
Small group and 1:1 SEMH and behaviour interventions and support.	EF toolkit indicates that “behaviour interventions [strand 3]” can generate +3 months. EEF toolkit indicates that “social and emotional learning” can generate +4 months.	1,2,3,4
<i>Catch up interventions tutoring through online tutoring focusing on closing gaps in English.</i>	EEF toolkit indicates one to one specialist tutoring can generate +5 months.	1,2,3,4

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

Budgeted cost: £ 29, 655

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School councillor on site working with a</i>	EEF toolkit indicates that “behaviour interventions [strand 3]” can generate +3 months. EEF toolkit	1,2,3,4

<i>caseload of students who</i>	indicates that “social and emotional learning” can generate +4 months	
Small group and 1:1 SEMH and behaviour interventions and support.	EF toolkit indicates that “behaviour interventions [strand 3]” can generate +3 months. EEF toolkit indicates that “social and emotional learning” can generate +4 months.	1,2,3,4
<i>One page PP profiles provide an insight to students needs and ongoing update on students progress / levels of concern.</i>	EEF toolkit indicates that ‘individual Instruction’ can generate +4.	1,2,3,4
<i>DofE offer accessible opportunities for students to widen their experiences</i>	EEF toolkit indicates that “outdoor adventure learning” can generate +4 months	1,2,3,4
<i>Funded or part funded trips and enrichment to widen students’ cultural capital.</i>	EF - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum – can generate +3 months	1,2,3,4
<i>PP committee – most vulnerable students are the focus of discussion of leaders to ensure further support is allocated. Progress, attendance, behaviour, trips and wellbeing is discussed and actions are set / reviewed.</i>	Clear strategy in place to focus on our most vulnerable students.	1,2,3,4,5,6
<i>All PP students on first day calling</i>	The link between absence and attainment for disadvantaged students is clearly established (DFE Research 2016. Ref: DFE00089-2016	1,3,6
<i>Year Leads closely monitor attendance and behaviour</i>	The link between absence and attainment for disadvantaged students is clearly established (DFE Research 2016. Ref: DFE00089-2016	1,3,6

Total budgeted cost: £ £137,114

Part B: Review of the previous academic year 2023/24

Outcomes for disadvantaged pupils

Close the gap in terms of progress and attainment in GCSEs

Pupil premium students achieved an average progress 8 of -0.97 when compared to non PP students who achieved an average progress 8 of -0.05, leaving a progress gap of -0.92.

Closing the attendance gap between PP students and non PP students

Average attendance for PP students was 85.5% while attendance for non PP students was 90.7% leaving a gap of 5.2%.

Improving reading comprehension across PP students in KS3

Reading age testing in September 2024, shows the following:

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

High Grades achieved in reading sections of GCSE English

Progress of PP students in English was -0.5, and progress of non PP students in English -was 0.01 leaving gap of -0.51.

Improved outcomes in maths

Progress of PP students in maths was -0.49, and progress of non PP students in maths was -0.25 leaving gap of -0.74.

