

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	North Leamington School
Number of pupils in school	1478 (Y7-13)
Proportion (%) of pupil premium eligible pupils	13% (177/1332 Y7-12 Eligible)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2019-2022
Date this statement was published	November 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Governing Body
Pupil premium lead	S Taylor
Governor / Trustee lead	A Turner

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£161,960 (estimated)
Recovery premium funding allocation this academic year	£22,620
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£ 184,580

# Part A: Pupil premium strategy plan

## Statement of intent

As a school, we believe in CORE values for all and in all that we do. We also understand that for some students this might involve additional support, provision and care. At the heart of our PP vision is the notion of inclusivity and a holistic approach in order to ensure that students who are designated as disadvantaged are given every opportunity to achieve the same personalised goals as their non-disadvantaged peers. This means each and every student has the opportunity for positive results, positive personal development and positive destinations in the future.

We believe that the classroom (whether a subject-based one or the tutor time one) is a vital space for ensuring this inclusivity and teaching & learning is the most vital part of our students' experiences. We put this in a wider context of ensuring World Class Basics in terms of high levels of attendance and engagement. All of this takes into account the challenging context of Lockdown arising from the CV-19 pandemic.

In order to achieve these aims the following priorities have been identified for 2021/22 – this is rooted in the evidence base (*including EEF documentation*) and also local data including our understanding of our students on a group as well as personal level:

- Wave One Teaching & Learning - ensuring consistent high quality in the classroom on a daily basis
- Attendance maximisation
- Enhanced and adapted/personalised curriculums
- Raising aspirations
- Even better parental engagement

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. The table teases out our 5 strategic priorities - which are rooted in the key challenges we face - but they are ultimately interlinked.

Challenge number	Detail of challenge
1	Wave One Teaching & Learning (i.e. daily provision) and Outcomes - while significant progress has been made over the last 3 years, too many pupils do not engage as successfully as their non-disadvantaged peers (whose outcomes are extremely strong) and specifically with regards pupils who are

	disadvantaged but who also have an SEND status. In line with the national context, this engagement and outcomes gap was accentuated in Lockdown during online learning.
2	Wellbeing and attendance - reducing the number of persistently absent (PA) disadvantaged pupils and supporting those with additional complexity of need. Pupil engagement is naturally more challenging if there is PA. Online Learning during Lockdown saw gaps open further between disadvantaged students and their peers.
3	Curriculum Suitability and Review - based on historical experience and awareness of individual circumstance, we need to ensure for some disadvantaged pupils that there is experience of a broad and balanced curriculum but one, which also takes account of the personalised need and capacity of those individuals. The recent context of CV-19 has meant that curriculum experiences for students may have been especially limited compared to their peers and therefore this needs enrichment and complement more than ever.
4	Raising Aspirations - some of the disadvantaged pupils at the school need active encouragement to fulfil their potential. Irrespective of prior attainment, we need to meet the challenge of those who present low aspiration and motivation. While we have increasingly high numbers entering our highly successful Sixth Form and securing positive destinations at the end of both Y11 and Y13, widening participation (involving students from all backgrounds in further and higher education) remains a key part of our plan.
5	Parental Engagement - internal data indicates there may be a need for parents of some disadvantaged students to better engage in their child's learning. The challenge is to engage them as a source of motivation and support to complement the approaches taken within school.

## 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
Closing the progress and attainment gaps and ensuring positive destinations for all	Increase PP attainment in each year group so that 100% of students are on track+ for their Assessment Band (Y7-8) or are on track+ for A8 (Y9-11) (which will close the progress gap)  Over time, to close the attainment gap between PP and non-PP
Improved attitudes to learning so that they match collectively the performance of non-disadvantaged peers and reflect a desire to fulfil potential	The data demonstrates that engagement indicators/statistics are positive and on an upward trend

Improved rewards and lowered consequences so that they match collectively the performance of non-disadvantaged peers and reflect a desire to fulfil potential	Significantly reduce the average PP consequences in each year group  Significantly increase the average PP rewards in each year group
Improved attendance so that they match collectively the performance of non-disadvantaged peers and can thereby better engage with learning	Significantly reduce the proportion of PP students in each year group who are classified as persistently absent or PA (<90%)  Significantly increase the proportion of PP students in each year group who are meeting the school target for attendance (>96%)

## 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.

*More specific detail can be seen in the table above - within Statement of Intent*

## Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £62,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment and development of Pupil Premium Team - who organise and make provision linked to the 5 strategic priorities noted above	<ul style="list-style-type: none"> <li>Historical outcomes at NLS over the last 3 years prove it has impact</li> <li>See above for greater detail and below for evidence base linked to provision these staff make</li> <li>Anecdotal evidence from Thrive initiative - <a href="https://www.thriveapproach.com/">https://www.thriveapproach.com/</a></li> <li>Contribution to historical measured outcomes - like A8 and positive destinations</li> </ul>	1-5
Ongoing implementation of strategies such as metacognition and feedback via our T&L Team	<ul style="list-style-type: none"> <li>EEF Evidence Base (up to +7 affect size)</li> <li>Other evidence bases - such as Hattie's Table of Affect Size</li> </ul>	1

	<ul style="list-style-type: none"> <li>Contribution to historical measured outcomes - like A8 and positive destinations</li> </ul>	
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £72000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Dedicated small group and in-class support of targeted students for English and Maths - funding of HLTAs	<ul style="list-style-type: none"> <li>Internal data and QA in EM</li> <li>EEF evidence base (+4)</li> <li>Contribution to historical measured outcomes - like A8 and positive destinations</li> </ul>	1
Enhanced Curriculum opportunities - including sessions on meta-cognition, student leadership, additional CEIAG, peer mentoring	<ul style="list-style-type: none"> <li>EEF evidence base (including metacognition with affect size +7)</li> <li>Hattie's Table of Affect Size</li> <li>Historical provision and review. This is including, for example, the proportionate allocation (versus historical under-representation) of Disadvantaged students to Student Leadership posts - achieved after training and usual application processes</li> <li>Contribution to historical measured outcomes - like A8 and positive destinations</li> </ul>	3, 4
Intervention and Tutoring in Geography, Maths, Science as part of Recovery Premium Programme	<ul style="list-style-type: none"> <li>EEF Evidence Base (+4)</li> </ul>	1
Literacy Interventions - complementing access to Accelerated Reader in Y7-8	<ul style="list-style-type: none"> <li>EEF (and other) Evidence Base (+6)</li> <li>Impact on RA (Reading Age) scores</li> <li>Contribution to measured outcomes - like A8 and positive destinations</li> </ul>	1

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

Budgeted cost: £ 51000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Allocation of caseload to Family Liaison Manager to support engagement and wellbeing in order to supplement other Parental Engagement approaches undertaken by PP Team.	<ul style="list-style-type: none"> <li>• EEF evidence base +4</li> <li>• Internal data - including, for example, enrolment on PPP and engagement with parental consultations</li> <li>• Contribution to measured outcomes - like A8 and positive destinations</li> </ul>	2, 5
Personalised provision of resources that support engagement and wellbeing (eg equipment, celebration events, music lessons) and funding for engagement with enrichment activities.	<ul style="list-style-type: none"> <li>• Internal evaluations of provision using proforma which is triangulated with student voice and other qualitative feedback</li> <li>• Contribution to measured outcomes - like A8 and positive destinations</li> </ul>	1-4
Increased time commissioned from Educational Psychologist resource to support evaluation of students' needs and recommended strategies in line with graduated response	<ul style="list-style-type: none"> <li>• Assess, plan, do, and review process in line with recommendations in line with graduated response. <a href="https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send">https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send</a></li> </ul>	1,2

**Total budgeted cost: £184,580**

## Part B: Review of outcomes in the previous academic year

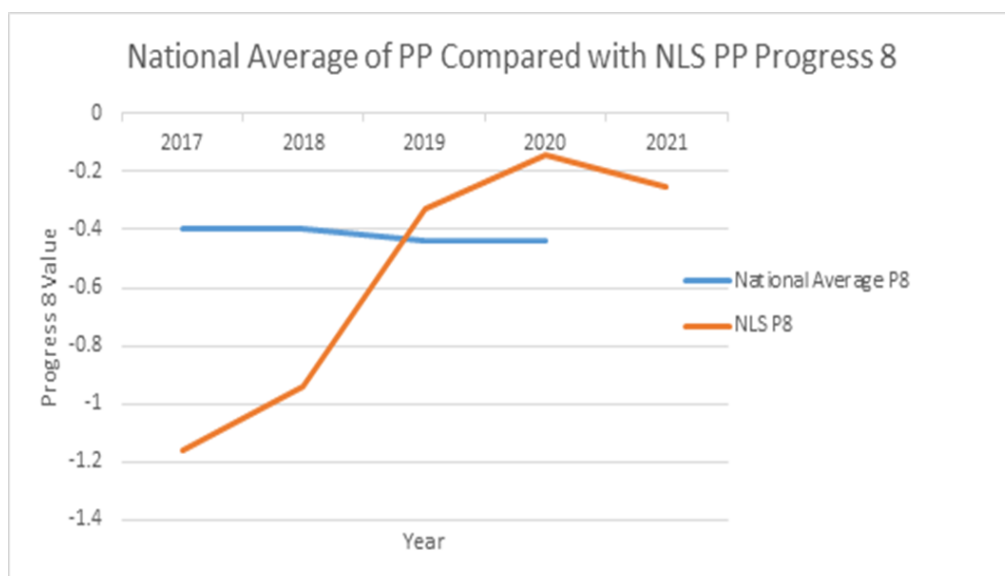
### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

We are generally very pleased with our 3-year trend for Y11 GCSE Attainment 8 outcomes as it is a very significant improvement on previous. We put this Y11 Attainment 8 in to a holistic context whereby we see these outcomes (and the associated positive destinations) as a reflection of the strategy provision, which starts in Y7 and which addresses the affective (pastoral) needs of students as well those seen as more essentially academic. In other words, where some of the “softer” data might see gaps lower down the school in Y7-10, the work done there addresses issues that contribute to the academic outcomes in Y11. That said, we are not complacent and review and adjust planning and provision as we look to achieve the intended outcomes highlighted above in this report.

YR	A8	P8
2017	28.2	-1.16
2018	32.6	-0.94
2019	32.3	-0.33
2020	37.5	-0.14
2021	35	-0.25

\*\* for 2020 and 2021, these P8 scores are calculated against 2019 data



## 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
N/A	

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Students received personalised support according to need - including additional CEIAG support and academic mentoring.
What was the impact of that spending on service pupil premium eligible pupils?	100% of these students were successful in securing a place in NLS's very high-performing Sixth Form.



## Further information (optional)

We believe firmly in our approach to the provision for disadvantaged students and root this in a clear theory as well as evidence base - making use of perennial concepts such as those outlined by Maslow but also the evidence base such as that provided by Hattie and EEF. We are acutely aware that those students who are referred to as disadvantaged (the term supplied for schools) come from a range of backgrounds and that support has to be personalised according to need. That said, we are clear in our view that self-actualisation and academic success founds upon the provision of effective affective provision for all.



- 3 years ago we re-defined our vision – which built on elements of what went before then
- It focused more on the preventative as well as the historically reactive whereby efforts were largely focused on one year group in particular
- As such, KS3 and Y10 as well as Y11 were a focus
- There was a new emphasis on the affective (pastoral) as well as the academic
- With a belief in winning “hearts” and then winning “minds” – relationships, relationships, relationships - we believe we are taking the logically and morally right approach
- We aim always for equality of opportunity and aspire to an equality of outcome