

Pupil premium strategy statement – North Leamington 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	1450 (Y7-13)
Proportion (%) of pupil premium eligible pupils	14% (190/1351 Y7-12 Eligible)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2020-2023
Date this statement was published	December 2022
Date on which it will be reviewed	December 2023
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	£167,722.08 (estimated)
Recovery premium funding allocation this academic year	£45,540
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>	£34,519
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>	£ 247,781.08

Part A: Pupil premium strategy plan

Statement of intent

As a school we believe in our values of Commitment, opportunity, Respect and Excellent 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 an 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.

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 Covid-19 pandemic and the lasting impact this has on student's routines, experiences, learning and outcomes.

In order to achieve these aims the following priorities have been identified for 2022/23 – 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 often interlinked challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Wave One Teaching & Learning (ie daily provision in the classroom) and Outcomes - while significant progress has been made over the last 4 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 – resulting in a need for earlier intervention. Similar to national trends

	data also reveals to us a marked gap in the performance of boys compared to girls and in the comparative performance of prior attainment groups. Students arriving from primary school at around the expected standard, make greater progress than those significantly above or below the expected standard.
2	Wellbeing and attendance - reducing the number of persistently absent disadvantaged pupils and supporting those with additional complexity of need.. Pupil engagement is naturally more challenging if there is persistent absence. Online Learning during Lockdown saw gaps open further between disadvantaged students and their peers. Attendance in 2021-22 saw pronounced and profound differences in the attendance outcomes for PP students compared to non-PP students despite the return to a regular school year and reflects disruption to routine and other issues.
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 Covid-19 has meant that curriculum experiences for some students has 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 continue to secure positive destinations and the end of both Y11 and 13, 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 is 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.
6	Increasing numbers of pupils who attract the premium – rooted in recent economic issues – and the associated need for increased capacity to address the above.

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)

	<p>or are on track+ for A8 (Y9-11) (which will close the progress gap)</p> <p>Over time, to close the attainment gap between PP and non-PP</p>
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	<p>Significantly reduce the average PP consequences in each year group</p> <p>Significantly increase the average PP rewards in each year group</p>
Improved attendance so that they match collectively the performance of non-disadvantaged peers and can thereby better engage with learning	<p>Significantly reduce the proportion of PP students in each year group who are classified as persistently absent or PA (<90%)</p> <p>Significantly increase the proportion of PP students in each year group who are meeting the school target for attendance (>96%)</p>

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: £ 68,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deployment and development of Pupil Premium Team –	<ul style="list-style-type: none"> Historical outcomes at NLS over the last 3 years prove it has impact 	1-5

with a focus on early years and increased team capacity to meet growing need - who organise and make provision linked to the 5 strategic priorities noted above	<ul style="list-style-type: none"> • See above for greater detail and below for evidence base linked to provision these staff make • Anecdotal evidence from Thrive initiative - https://www.thriveapproach.com/ • Contribution to historical measured outcomes - like A8 and positive destinations 	
Ongoing implementation of strategies such as metacognition and feedback via our T&L Team	<ul style="list-style-type: none"> • EEF Evidence Base (up to +7 affect size) • Other evidence bases - such as Hattie's Table of Affect Size • Contribution to historical measured outcomes - like A8 and positive destinations 	1

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

Budgeted cost: £ 129,000

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"> • Internal data and QA in EM • EEF evidence base (+4) • Contribution to historical measured outcomes - like A8 and positive destinations 	1
Enhanced Curriculum opportunities - including sessions on meta-cognition, student leadership, additional CEIAG, peer mentoring	<ul style="list-style-type: none"> • EEF evidence base (including metacognition with affect size +7) • Hattie's Table of Affect Size • 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 	3, 4

	<ul style="list-style-type: none"> Contribution to historical measured outcomes - like A8 and positive destinations 	
Intervention and Tutoring in Geography, Maths, Science as part of Recovery Premium Programme	EEF Evidence Base (+4)	1
Literacy Interventions - complementing access to Accelerated Reader in Y7-8	<ul style="list-style-type: none"> EEF (and other) Evidence Base (+6) Impact on RA (Reading Age) scores Contribution to measured outcomes - like A8 and positive destinations 	1

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

Budgeted cost: £ 50,000

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"> EEF evidence base +4 Internal data - including, for example, enrolment on PPP and engagement with parental consultations Contribution to measured outcomes - like A8 and positive destinations 	2, 5
Personalised provision of resources that support engagement and wellbeing (eg equipment, celebration events, music lessons) and funding for engagement with	<ul style="list-style-type: none"> Internal evaluations of provision using proforma which is triangulated with student voice and other qualitative feedback Contribution to measured outcomes - like A8 and positive destinations 	1-4

enrichment activities.		
Increased time commissioned from Educational Psychologist resource to support evaluation of students' needs and recommended strategies in line with graduated response	Assess, plan, do, review process in line with recommendations in line with graduated response. https://www.warwickshire.gov.uk/special-educational-needs-disabilities-send	1,2

Total budgeted cost: £ 247,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Y11 GCSE Attainment and Progress 8 outcomes show that this group of students achieved better than the national average for disadvantaged pupils in both 2019 and 2022, albeit not as well as their non-disadvantaged peers.

DfE advice is not to compare 2019 and 2022, so whilst the overall attainment and progress of our disadvantaged students as lower in 2022, we do know that this is in line with the decline seen nationally.

We put our Y11 Attainment and Progress 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 both the pastoral and academic needs of each student.

Our NLS Progress 8 Data for Disadvantaged students in 2021-22 was -0.49 and this was better than the national average of -0.55. This is the 4th year running where we are above national average.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Students received personalised support according to need - including additional CEIAG support and academic mentoring.
The impact of that spending on service pupil premium eligible pupils
100% of these students were successful in progressing successfully in to the next year group with a strong academic profile.

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 Maslowe 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.



- 4 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