

Lawnswood School Pupil Premium Report 2015-2016

What is the pupil premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The term disadvantaged students includes the following:

- children eligible for free school meals at any point in the last 6 years (Ever 6 FSM);
- children who are in local authority care (LAC);
- children who have been LAC for one day or more but have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order.

How much additional funding has Lawnswood School received?

The amount received is calculated using a lump sum per pupil eligible at the following rate:

- Ever 6 FSM - £935
- LAC - £1900

For Lawnswood School, this generated a total of £351,243.16 for the academic year 2015-2016. The school received this income over the course of two financial years (2015-2016 and 2016-2017).

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Section I: Closing the gap

Current attainment		
	Lawnswood PP students	Non PP students nationally
% achieving 5A*-C incl. E+M	22.2%	64.7%
% making expected progress in English	55.7%	75.8%
% making expected progress in maths	40%	73.4%
Progress 8 score	-0.44	0.12
Attainment 8 score	38.6	52

Section 2: How the 2015/2016 funding was spent to support PP students

Quality first teaching

Action	Desired outcome	Impact	Continue next year?	Cost
Overstaffing in English and maths to provide smaller teaching groups and intervention groups.	Expected progress in English to improve from 42% to 75% to be in line with NPP nationally. Expected progress in Maths to improve from 44% to 69% to be in line with NPP nationally.	Expected progress in English improved by 13.7%. Expected progress in maths did not improve.	Yes	£57,000
CPD focusing on PP.	Improve the progress of PP students by supporting teachers with strategies such as: <ul style="list-style-type: none"> - improved student response to PINS marking; - TOWER model to improve extended writing; - use of SISRA to improve teachers' use of data to plan for progress; - trackers which clearly track the progress of PP students used by all teachers to plan for progress. 	Student voice shows that students feel their work is marked regularly and they know how to improve. Trackers used to hold middle leaders and classroom teachers to account for the progress of PP students. QA shows improved marking and feedback. PP students outperformed NPP students in the following subject areas: Art French Biology Food	Yes	£500
Total cost				£57,500

Targeted support/intervention

Action	Desired outcome	Impact	Continue next year?	Cost
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Year 7 literacy intervention group using 'Lexia'.	All students in the literacy intervention group make at least 6 months improvement in reading comprehension and spelling accuracy.	<p><i>Reading comprehension:</i> 96% of the cohort made at least 6 months improvement.</p> <p><i>Spelling accuracy:</i> 93% of the cohort have made at least 6 months improvement.</p>	Yes	£21,000
Year 8 literacy intervention group using 'Lexia'.	75% of students make 6 months or more improvement in reading comprehension, spelling and decoding.	<p><i>Reading comprehension:</i> 75% of students made more than 6 months improvement.</p> <p><i>Spelling accuracy:</i> 100% of students made more than 6 months improvement.</p> <p><i>Decoding:</i> 100% of students made more than 6 months improvement.</p>	Yes	
Year 9 literacy intervention	Students making expected progress in English.	100% of students were making expected progress by the spring term and 50% were exceeding expected progress.	Yes	
Year 7 alternative curriculum focusing on improving literacy and numeracy to enable students who join the school below level 4 in English and maths to re-join the mainstream curriculum in Year 8.	Students achieving below level 4 in English and or maths improve their literacy and numeracy skills to ensure they can access the mainstream curriculum and make expected progress in line with their NPP peers.	<p>57% of the PP cohort on the alternative curriculum were able to re-join mainstream and successfully access the curriculum in Year 8.</p> <p>In all but maths and science there was a difference of less than 6% in expected progress in knowledge and skills between PP and NPP students.</p>	Yes	£29,000
Maths HLTA to provide wave 3 provision	Disadvantaged LAPs make progress in maths in line with their NPP peers (0% difference).	<p>In Year 7 the difference between PP and NPP (in school) making expected progress or more in maths was as follows: Knowledge - 14% Skills – 13% Application – 9%</p> <p>Progress in English and Progress in Maths tests in Years 8 and 9 show there was no gap between PP and NPP students in school and between PP and national averages. Disadvantaged LAPs outperformed non disadvantaged students nationally.</p>	Yes	£28,000

Additional reading for targeted students with a teaching assistant	Ensure targeted students make reading progress in line with national average (75% improving by 6 months or more)	92% of students made 9 or more months improvement.	Yes	£4,000
Additional reading for targeted students with a business mentor.	Ensure targeted students make reading progress in line with national average (75% improving by 6 months or more)	83% of the SEN and PP cohort made 10 or more months improvement with some students making up to 3 year and 7 months progress.	Yes	£2,000
HLTAs to support SEMH and deliver COPE to supplement the curriculum of targeted disadvantaged LAPs in KS4.	Provide academic and SEMH support for PP LAPs to ensure they have an appropriate curriculum, which meets their needs and results in a positive Progress 8 score.	Progress 8 score for disadvantaged LAPs was in line with national other. Progress 8 score for disadvantaged LAPs was in line with national other. Progress 8 score for disadvantaged LAPs was in line with national other. 100% pass rate on COPE.	Yes	£50,000
Graduate intervention leaders in English and maths	Improved outcomes for PP students in English and maths to close the gap in performance between them and their peers.	The gap did not close as a result of this intervention.	No	£25,000
Total cost				£109,600

Other approaches

Action	Desired outcome	Impact	Continue next year?	Cost
Social clubs for targeted students	To provide pastoral support to the most vulnerable SEN and PP students to improve social skills.	100% positive feedback from students who feel supported during social times.	Yes	£5,000
1 FTE learning mentor to provide SEAL mentoring to targeted students.	To increase PP students' attendance in line with national average 95.9%.	Disadvantaged students' attendance for HTI-5 was 93.4%.	Yes	£28,000
Specialist resources in Food and Art	Ensure students can access the curriculum and have the same chances as their peers. Close the gap to ensure PP students make the same	PP students out performed NPP students in Art (46% Vs 44%) and Food (50% Vs 0%).	Yes	

	level of progress as their peers.			
Breakfast club resources	Ensure students have breakfast to support their learning throughout the day. Improve attendance and punctuality for PP students.	40% of the KS3 and 4 cohort attend breakfast club and 48% of those are PP. Punctuality to school has improved. PP attendance is in line with national PP attendance.	Yes	£2,000
Bus passes for PP students	Improved attendance and punctuality for disadvantaged students so that PP attendance and punctuality is better than non-disadvantaged nationally.	Disadvantaged students' attendance for HT1-5 was 93.4%. Punctuality for the disadvantaged students improved by 2% from 2014-2015.	Yes	£1,000
Safer Schools Officer	Provide support for students and improve liaison with the local community.	Improved relations with the local community. Support with CP, Prevent and student conduct. Improved links with feeder primary schools.	Yes	£10,000
School Councillor	Provide support for vulnerable students and improve attendance for the targeted students.	Positive student voice and improved attendance of the cohort of students seen by the counsellor.	Yes	£11,000
Staffing – Year Managers	Provide pastoral support for PP students and improve attendance for PP students.	Student voice shows they know who to go to if they need support. Attendance for PP students is in line with national average.	Yes	£50,500
Uniform	Remove the barrier of no uniform to improve attendance to and experience at school.	Students were able to attend lessons and feel more comfortable at school.	Yes	£300
Alternative Provision	Avoid permanent exclusion and provide the basics for vulnerable students.	No permanent exclusions. Students were provided with 25 hours of alternative provision.	Yes	£22,000
Capitation allowance to support PP students in each subject area.	Enable PP students to go on educational visits, have access to specialist resources and ultimately close the gap in performance between PP and NPP students.	28 (39% of the geography cohort) disadvantaged students were able to access geography trips, 8 (42% of the drama cohort) disadvantaged students were able to access drama trips as well as disadvantaged students having access to foreign exchanges. Disadvantaged students were provided with revision guides in most subject areas.	Yes	£5,000
TOTAL				£134,800

Provision	Cost
Quality first teaching	£57,500
Targeted support/intervention	£159,000
Other approaches	£134,800
TOTAL	£351,300

Section 3: How we will spend the funding in 2016-2017

1. Summary information					
School	Lawnswood School				
Academic Year	2016/17	Total PP budget	£330,294.50	Date of most recent PP Review	
Total number of pupils	1038	Number of pupils eligible for PP	36.9%	Date for next internal review of this strategy	

2. Current attainment		
	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average)
% achieving 5A* - C Incl. E & M (2015-16 only)	22.2%	64.7%
% achieving expected progress in English / Maths (2015-16 only)	55.7%/40%	75.8%
Progress 8 score average	-0.44	0.12
Attainment 8 score average	38.6	52

3. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers (issues to be addressed in school, such as poor literacy skills)	
A.	There is a need to further develop quality first teaching which results in improved outcomes for PP students.
B.	PP students arriving from primary school often have lower starting points (APS) than their peers.
C.	Literacy and numeracy skills entering Year 7 are often lower for pupils with PP which prevents them from making progress in line with their peers.
D.	Lower behaviour expectations of effective behaviour for learning from PP students.
External barriers (issues which also require action outside school, such as low attendance rates)	

E.	Low attendance, persistent absenteeism and poor punctuality is more likely from PP students.
F.	Parental involvement of PP students is below that of other students.
G.	PP students are often unlikely to take up extra-curricular trips and experiences which supports the PDBW and also academic progress.

4. Desired outcomes (<i>desired outcomes and how they will be measured</i>)		Success criteria
A.	Quality first teaching is evident in all subject areas with teachers in all subject areas employing a range of strategies to ensure PP students make rapid and sustained progress and leave with positive progress 8 scores in all four buckets.	Quality Assurance shows that all teaching over time is good. Progress 8 figure for PP students is in line with NPP students nationally overall and in all four buckets.
B.	PP students who arrive at secondary school with lower starting points than their peers have a personalised curriculum that supports rapid and sustained progress so they can access the mainstream curriculum and make progress in line with their NPP peers nationally. Low achieving PP students make progress in line with their NPP peers nationally at KS4.	PP students make rapid progress so there is no difference in progress between their NPP peers by the end of Year 7. PP students are able to access mainstream curriculum in Year 8 and make progress in line with their NPP peers. LAP at KS4 make progress in line with their NPP peers.
C.	PP students who enter secondary school with poor literacy and numeracy skills have access to literacy intervention through Lexia and numeracy intervention through interventions such as Numicon to ensure they make rapid progress so they can access the curriculum in KS3 and KS4.	Student's progress in reading comprehension, reading phonics and decoding and spelling is in line with NPP. Students make better progress in the maths mastery than their NPP peers. Students' progress in diagnostic Maths Access tests.
D.	Ensure PP students are subject to the same high behaviour for learning expectations as NPP students. Poor behaviour for learning from PP students is arrested through intervention at KS3 and students are more actively engaged in their learning at KS3 and KS4.	QA shows high behaviour for learning expectations for all students. Student, parent and staff voice shows high levels of engagement at KS3 and KS4 for PP students. Fewer behaviour incidents recorded on SIMS for PP students. Exclusions for PP students are lower than their

		NPP peers.
E.	Improved attendance for PP students and reduced persistent absentee rates for PP students.	Overall attendance for pupils eligible for PP improves to 95.3% in line with non-PP students. The number of persistent absentees is reduced from 24.9% to 15% for PP students.
F.	Improved links with PP parents and increased attendance at parents' evenings to ensure that parents of PP students are better equipped to support their child's learning and progress.	Attendance for parents of PP students is 90%. Parent voice for PP students shows they feel they can effectively support their child's learning.
G.	PP students have the same access to extra-curricular activities, trips and visits to ensure they have a rounded educational experience which is in line with their NPP peers.	PP students access extra- curricular activities, trips and visits in line with their NPP peers.

5. Planned Expenditure (2016-2017 academic year)

(i) Quality Teaching

Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points
A. Quality first teaching is evident in all subject areas with teachers in all subject areas employing a range of strategies to ensure PP students make	All staff use student data to plan for progress.	Teaching staff create strategic seating plans which identify PP students and use student data to plan for student progress.	All teachers have a class context file which includes a strategic seating plan with PP students identified. Learning walks and work scrutiny show clear evidence of student progress for PP students.	SLT and MLs	Through half termly QA report and professional reviews in line with the PM cycle..

rapid and sustained progress and leave with positive progress 8 scores in all four buckets.	Agreed teaching strategies to support rapid and sustained progress for PP students.	Facilitated middle leader meetings to discuss strategies. Strategies shared with departments. Good practice shared through staff briefing sessions.	Teachers can articulate what strategies they use in the classroom to support the progress of PP students. PP students outperform their NPP peers nationally.	AHT – T&L and MLs	Through half termly QA report and professional reviews in line with the PM cycle..
	The CPD model provides staff with the time and opportunity to research and try out strategies to improve the effectiveness of feedback with a particular focus on PP students.	CPD cycle of action research facilitated by SLT and middle leaders. Celebration of success and sharing of good practice.	All teachers take part in on-going action research to develop effective strategies to improve feedback which ensures PP students make progress in line with their NPP peers nationally. Class analysis of the difference between PP and NPP shows there is no difference	SLT and MLs	Through weekly line management and professional reviews in line with the PM cycle.

Cost £5000

(ii) Targeted intervention

Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points
B. PP students who arrive at secondary school with lower starting points than their peers have a personalised curriculum that supports rapid and sustained progress so they can access the mainstream curriculum and make progress in	Personalised curriculum in Year 7 for students who are not achieving the expected standard at KS2 delivered by a KS2 specialist.	Employment of a primary school teacher to bridge the gap between KS2 and KS3 curriculum.	Students who have a personalised curriculum make rapid and sustained progress throughout Year 7. Students meet the expected KS2 level by the end of Year 7.	SENCO	Initial base line screening during Wild about Lawnswood. December 2016 department data collection.

line with their NPP peers nationally.	<p>Train staff to identify gaps and use the specific resources and differentiation required to ensure students can access learning and retain knowledge and transfer skills.</p> <p>Intervention groups for PP students to be led by Inclusion staff to support rapid progress.</p>	<p>Targeted assessments to analyse the gaps in September and set targets.</p> <p>Screening systems and monitoring in place to ensure differentiated interventions close the gaps and students make rapid progress overseen by the SENCO.</p> <p>CPD training for Paired Reading with staff and English department</p> <p>CPD training for Maths Mastery with inclusion staff.</p> <p>Consistent use of reading journals, resources and monitoring.</p>	<p>Students make above 9mths progress in reading by the end of Year 7.</p> <p>Students make 9mths + reading in reading decoding and phonological awareness.</p> <p>Students read over 15 + books a term and use a reading journal to record their progress.</p> <p>Students make 9mths + spelling progress by June 2017</p> <p>Students are able to access the mainstream curriculum by Year 8 and make good progress.</p> <p>Students meet the expected KS2 level by the end of Year 7.</p> <p>Students improve their scaled reading score by 30% at the end of year 7</p>	SENCO	<p>Weekly spelling tests.</p> <p>QA learning walks and book scrutiny fortnightly.</p>
	<p>Personalised curriculum in Year 11</p>	<p>Personalised programmes with the SENCO and team lead and deliver wave 2 and 3 interventions.</p> <p>Use of HLTAs to support the delivery of personalised curriculums for PP students who are working below the expected level at KS2.</p>	<p>Progress of PP students is in line with their NPP nationally.</p> <p>The difference between progress of PP students and NPP students is diminished from previous years.</p>	SENCO	<p>Feb data collections and analysis.</p> <p>June data collection.</p> <p>Through data collections in line with the whole school data cycle.</p>

		Alternative provision links ECDL			
Cost £133,416					
C. PP students who enter secondary school with poor literacy and numeracy skills have access to literacy intervention through Lexia and numeracy intervention through interventions such Maths Access, Mastery or Numicon to ensure they make rapid progress so they can access the curriculum in KS3 and KS4.	Literacy and numeracy intervention at KS3 to enable PP students to make rapid progress to ensure their progress at KS4 is in line with their NPP peers.	Additional screening at Year 7 following CATS and KS6 scaled scores using Lexia testing and Maths Access tests. Timetable Lexia intervention for Year 7 , 8 and 9 access timetabled for 3 x 20 minutes and delivered by a teacher, the SENCO and an HLTA. Numeracy intervention delivered by a maths HLTA in small groups 3 x 60 mins a week. Primary School Maths teaching delivered in small groups 5 x 60 minutes a week.	Students move from beginners to level 2 by June 2017 and 50% pupils by year 8 reach intermediate level. Students access LEXIA online programme for 80% of their allocated time. Additional catch up resources are delivered by a TA in session to ensure gaps are closed. Students make over 30% progress in line with Maths Mastery entrance scores and times table tests. Students in the intervention groups make rapid progress and make progress in line with their NPP peers.		Each half term through the testing cycle. Results are reported to SLT. Through weekly line management and professional reviews in line with the PM cycle. Data collection points.
Cost £11,495					
(iii) Other strategies					
Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points

<p>D. Inconsistent behaviour for learning.</p>	<p>Improve the tracking and analysis of behaviour of PP students.</p>	<p>Hold weekly line management meetings with year teams, SENCO and behaviour support team.</p> <p>Identify cohorts of students who are receiving large numbers of detentions and put strategies in place to reduce them.</p> <p>Report to subject leaders at each data collection point.</p> <p>Work with key subject leaders to improve attainment for particular groups of students.</p> <p>Create a fixed agenda for pastoral meetings to monitor progress of above.</p> <p>Ensure all students are in attendance at each detention.</p> <p>Ensure all students are on task and are working in after school detention.</p>	<p>The right cohorts are identified and a clear plan put in place that identifies times to monitor and evaluate.</p> <p>Decrease in withdrawals over time.</p> <p>Reductions in repeat offenders and exclusions.</p> <p>Clear action plans produced at the end of each data collection point to improve attainment.</p> <p>Regular meetings to update and share information.</p> <p>Weekly minutes/notes from meetings.</p> <p>100% attendance at detention.</p>	<p>HHT SP – AHT KS3 -4</p>	<p>Weekly during SLT briefings.</p> <p>Through reports to SLT on a half termly basis and governors on a termly basis.</p> <p>Through weekly line management and professional reviews in line with the PM cycle.</p>
	<p>Ensure that effective strategies are in place to support the behaviour needs of PP students.</p>	<p>Liaise with key stake holders, SENCO, behaviour support team to produce pastoral support plans with clear strategies on how to improve behavior/attainment.</p>	<p>Effective graduated response is in place to effectively support PP students with SEMH needs.</p>	<p>AHTs and SENCO</p>	<p>On-going but impact of provision monitored on a half termly basis.</p>

Cost £161,930

<p>E. Low attendance, persistent absenteeism and poor punctuality is more likely from disadvantaged students.</p>	<p>Attendance and punctuality for students with a disadvantaged background is lower than their peers and low attendance affects progress.</p>	<p>Introduce/monitor first hour response.</p> <p>Identify key cohorts of persistent absentees in each year group.</p> <p>Persistent absentees “using career history,” to be placed on attendance monitoring.</p> <p>Early morning calls.</p> <p>Fortnightly review meetings with parents for key students.</p> <p>Celebration assemblies for 100% attendance every half-term and a consistent approach across all year groups in terms of criteria and reward.</p> <p>Review current punctuality systems.</p> <p>Raise expectations – all students to be on site by 08:30. Any students entering school after that time are considered late.</p> <p>Identify cohorts of students in each year group who are consistently late and put plans in place to improve this.</p>	<p>Improved attendance.</p> <p>Raising the profile of attendance – students and parents to understand importance.</p> <p>Improved outcomes for key cohorts.</p> <p>Close the gap between different cohorts of year groups.</p> <p>Year groups hit targets of 95%.</p> <p>Short term data for latecomers will rise, but long term punctuality will improve.</p> <p>Students understand the importance of arriving on time and the implications of arriving late.</p>	<p>DHT SP</p> <p>AHTs</p>	<p>Weekly during SLT briefings.</p> <p>Through reports to SLT on a half termly basis and governors on a termly basis.</p> <p>Through weekly line management and professional reviews in line with the PM cycle.</p>
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		Breakfast club			
F. Parental involvement of PP students is below that of other students.	Improved engagement with the parents of PP pupils will help in our understanding of barriers to learning and how these can be removed.	Contact with parents of PP students is made in a variety of ways (text, letter, phone calls, face to face etc.). Create a centralised booking system to for key students. Follow up with parents who fail to attend.	Improved attendance at parents evening for PP students. Improved parental engagement between school and home. Improve outcomes at the end of KS4.	AHT – KS 3 & 4	Analyse attendance at the end of each parents evening.
Cost £14,453					
(iv) Enrichment					
Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points
G. PP students have the same access to extra-curricular activities, trips and visits to ensure they have a rounded educational experience which is in line with their NPP peers.	Ring fenced PP budget available to pay for students to go on trips and visits. Targeted enrichment activities for PP students. Improved analysis and tracking of PP attendance at extra-curricular activities.	Each curriculum capitation budget has a PP allowance. PP students don't pay for trips and visits. Staff are encouraged to invite and encourage PP students to attend extra-curricular activities and remove any barriers to ensure they can attend. Following analysis of attendance, complete student voice to find out what activities students want to improve attendance of PP students.	All PP students have access to and attend trips and visits. PP students attend extra-curricular visits in line with their NPP peers. Student voice enables extra-curricular provision which will ensure attendance of PP students.	AHTs	On-going but monitored termly.

Cost £4,000