

Lawnswood School Pupil Premium Report 2016-2017

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:

1. children eligible for free school meals at any point in the last 6 years (Ever 6 FSM)
2. children who are in local authority care (LAC)
3. 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:

1. Ever 6 FSM - £935
2. LAC - £1900

For Lawnswood School, this generated a total of £330,294.50 for the academic year 2016-2017.

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1. Summary information					
School	Lawnswood School				
Academic Year	2016/17	Total PP budget	£330,294.50	Date of most recent PP Review	External June 2017 Internal September 2017
Total number of pupils	1038	Number of pupils eligible for PP	36.9%	Date for next internal review of this strategy	NA

2. Attainment and progress			
<i>NB All data is based on unvalidated data</i>	Pupils eligible for PP (16:17)	Pupils eligible for PP (15:16)	Pupils not eligible for PP (national average)
% achieving Basics in English and Maths 4+	38%	22.2% 5 A*-C	N/A
% achieving Basics in English and Maths 5+	26.09%	N/A	N/A
Progress 8 score average	0.08	-0.57	0.12
Attainment 8 score average	41.87	38.6	52

Section 3 - How the 2016/2017 funding was spent to support PP students

3. Desired outcomes	Success criteria	Impact	Continue next year	Cost
<p>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.</p>	<p>Quality Assurance shows that all teaching over time is good.</p> <p>Progress 8 figure for PP students is in line with NPP students nationally overall and in all four buckets.</p>	<p>2016 /2017 Pupil Premium Progress 8 score 0.08 which matches our success criteria and is in line with NPP nationally.</p> <p>Progress 8 score for disadvantage pupils, English 0.01</p> <p>Progress 8 score for disadvantage pupils, Maths - 0.15</p> <p>Progress 8 score for disadvantage pupils, English Baccalaureate - 0.14</p> <p>Progress 8 score for disadvantage pupils, Open 0.58</p>	<p>Yes</p>	<p>£5000</p>

<p>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.</p> <p>Low achieving PP students make progress in line with their NPP peers nationally at KS4.</p>	<p>PP students make rapid progress so there is no difference in progress between their NPP peers by the end of Year 7.</p> <p>PP students are able to access mainstream curriculum in Year 8 and make progress in line with their NPP peers.</p> <p>LAP at KS4 make progress in line with their NPP peers.</p>	<p>The Year 7 students accessing the personalised programme made the following progress (the aim is for 85% of students to make progress above 9 months compared to the national figure of 75% progress over 6 months):</p> <ul style="list-style-type: none"> • 90% made 9 months progress in reading comprehension 100% made 9 months progress in decoding • 60% made 9 months progress in spelling <p>Lower achieving Pupil Premium students outperformed Lower achieving NPP students with a progress 8 score of 0.45 compared to 0.28.</p> <p>Low achieving Pupil Premium students outperformed their NPP peers in both the maths and open bucket.</p>	<p>Yes</p>	<p>£133,416</p>
<p>PP students who enter secondary school with poor literacy and numeracy skills have access to literacy intervention through Lexia and numeracy intervention through</p>	<p>Students' progress in reading comprehension, reading phonics and decoding and spelling is in line with NPP.</p>	<p>The Year 7 students accessing the personalised programme made the following progress:</p> <p>By June 2017 on the exit assessments and analysis the reading</p>	<p>Yes</p>	<p>£11,495</p>

<p>interventions such as Numicon to ensure they make rapid progress so they can access the curriculum in KS3 and KS4.</p>	<p>Students make better progress in the maths mastery than their NPP peers.</p>	<p>comprehension gaps had closed against NPP showing 63% progress for PP students compared to 43% NPP students</p> <p>Overall 87% of PP students exceeded the expected target of 9 months' progress in reading comprehension compared to 75% nationally.</p> <p>100% % of PP students made progress compared to 98% of NPP students who on entrance had a Reading Comprehension age of below 7</p> <p><u>Reading Decoding/ Phonics:</u></p> <p>Overall 100% of PP students made above 9 months reading comprehension and decoding progress impacting on their improved literacy skills across the curriculum.</p> <p><u>Spelling Progress SEN + PP/EAL +PP</u></p> <p>100% of PP students made above 9 months spelling progress exceeding the national levels of 75%</p>		
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		<p><u>Y7 Maths Nurture.</u></p> <p>100% students (PP and NPP) by the end of year 7 were working at meeting or exceeding.</p> <p><u>PP</u> students accessing the Maths Mastery (Numicon interventions) made better progress than NPP students in the nurture provision with PP students making 100% progress by the end of Year 7.</p>		
<p>A culture of high expectations is developed throughout KS3 so that Ensure students are more actively engaged in their learning at KS3 and KS4.</p>	<p>QA shows high behaviour for learning expectations for all students.</p> <p>Student, parent and staff voice shows high levels of engagement at KS3 and KS4 for PP students.</p> <p>Exclusions for PP students are lower than their NPP peers.</p>	<p>External reviews and our own quality assurance systems show high expectations of behaviour for learning for all students, including PP.</p> <p>Staff voice recognises that behaviour has improved for all students, including PP (PP review report) June 2017).</p> <p>30% of the exclusions in 2016/17 were for PP students, while 70% of exclusions were NPP. Bearing in mind the school cohort there is no gap which is an improvement from last year.</p>	<p>Yes – but pastoral care needs to be developed to ensure exclusions for PP are lower than their NPP peers.</p>	<p>£161,930</p>

<p>Improved attendance for PP students and reduced persistent absentee rates for PP students.</p>	<p>Overall attendance for pupils eligible for PP improves to 95.3% in line with non-PP students.</p> <p>The persistent absentees rate is reduced from 24.9% to 15% for PP students.</p> <p>Breakfast club is used as a resources to support students with poor attendance.</p>	<p>Attendance for PP students is still behind the national average compared to NPP students, however there has been a 3-year increase:</p> <p>2016/17 – 93.5% 2015/16 – 90.4% 2014/15 – 90.3%</p> <p>Reduction from 24.9% to 21%</p> <p>Increased number of students at breakfast club in order to improve PA.</p>	<p>Yes – but systems need to be refined to ensure further improvements.</p>	<p>£14,453</p>
<p>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.</p>	<p>Attendance for parents of PP students is 90%.</p>	<p>No evidence of impact yet, will remain a focus.</p>	<p>Yes but with a renewed focus.</p>	
<p>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.</p>	<p>PP students access extra- curricular activities, trips and visits in line with their NPP peers.</p>	<p>In 2016/17 no PP students were unable to access school trips or extra-curricular activities.</p> <p>The school has internal records of each trip identifying the PP/NPP students in attendance.</p>	<p>Yes</p>	<p>£4000</p>

Section 4: How we will spend the funding in 2017-2018

4. Summary information					
School	Lawnswood School				
Academic Year	2017/18	Total PP budget	£366,520.00	Date of most recent PP Review	External June 2017 Internal September 2017
Total number of pupils	1074	Number of pupils eligible for PP	43.30%	Date for next internal review of this strategy	September 2018

5. Current attainment and progress		
<i>NB outcomes based on unvalidated data.</i>	Pupils eligible for PP (your school)	Pupils not eligible for PP (national average 2016)
% achieving Basics in English and Maths 4+	38%	N/A
% achieving Basics in English and Maths 5+	26.09%	N/A
Progress 8 score average	0.08	0.12
Attainment 8 score average	41.87	52

6. Barriers to future attainment (for pupils eligible for PP)

In-school barriers (<i>issues to be addressed in school, such as poor literacy skills</i>)	
A.	Continue to further develop quality first teaching so that staff are confident in using a wide range of strategies which support the learning of disadvantaged students.
B.	Disadvantaged 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.	There is a need to further raise expectations so that the learning of all students including the disadvantaged is supported.
External barriers (<i>issues which also require action outside school, such as low attendance rates</i>)	
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.

7. 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.	<p>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.</p> <p>Low achieving PP students make progress in line with their NPP peers nationally at KS4.</p> <p>Improve PP students' reading age so that they are in line with their NPP peers,</p>	<p>PP students make sustained progress so there is no difference in progress between their NPP peers by the end of Year 7.</p> <p>LAP at KS4 make progress in line with their NPP peers.</p> <p>The average reading age of PP students improves in line with their NPP peers.</p> <p>The proportion of PP students with a reading age below their chronological age decreases in line with their NPP peers</p>
C.	<p>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.</p>	<p>Students' progress in reading comprehension, reading phonics and decoding and spelling is in line with NPP.</p> <p>Students make better progress in the maths mastery than their NPP peers.</p> <p>There is no gap between the progress of PP and NPP students in the progress tests in English and maths.</p>

D.	A culture of high expectations is developed throughout KS3 so that 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 students eligible for PP improved from 93.3% to 94.3%. The number of persistent absentees is reduced from 21.0% 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 75%. 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.

8. Planned Expenditure (2017-2018 academic year)

Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points
Quality first teaching is evident in all subject areas with teachers in all subject areas employing	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.	SLT and MLs	Through half termly QA report and professional reviews

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 (Learning walks, work scrutiny and learning progress reviews) show clear evidence of student progress for PP students.		in line with the PM cycle.
	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. Analysis of data following data cycles.
	The CPD model provides staff with the time and opportunity to research and try out strategies to improve the quality of learning 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. All staff take part in the CPD celebration activities. 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. CPD celebration meetings according to the calendar. Analysis of data following the data cycles.
					Cost £7000

Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points
<p>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.</p>	<p>Personalised curriculum in Year 7 for students who are not achieving the expected standard at KS2 delivered by a KS2 specialist.</p>	<p>Employment of a primary school teacher to bridge the gap between KS2 and KS3 curriculum.</p>	<p>Students who have a personalised curriculum make rapid and sustained progress throughout Year 7.</p> <p>Students meet the expected KS2 level by the end of Year 7.</p>	<p>SENCO</p>	<p>Initial base line screening during Wild about Lawnswood.</p> <p>December 2018 department data collection.</p>
	<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 reading 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>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 2018.</p> <p>Students make progress in line with their NPP peers in the maths progress tests by the end of Year 7.</p>	<p>SENCO</p>	<p>Weekly spelling tests.</p> <p>QA learning walks and book scrutiny fortnightly.</p>

		<p>CPD training for Maths Mastery with inclusion staff.</p> <p>Consistent use of reading journals, resources and monitoring.</p>	<p>Students improve their scaled reading score by 30% at the end of Year 7.</p> <p>The average reading age of PP students improves by more than a year in line with their NPP peers.</p> <p>The proportion of students with a reading age below their chronological age decreases in line with their NPP peers.</p>		
	Personalised curriculum in Year 11	<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>
Cost £146,416					

Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points
<p>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.</p>	<p>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.</p>	<p>Additional screening at Year 7 following CATS and KS2 scaled scores using in house systems.</p> <p>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.</p> <p>Numeracy intervention delivered by a maths HLTA in small groups 3 x 60 mins a week.</p> <p>Primary School Maths teaching delivered in small groups 5 x 60 minutes a week.</p>	<p>Students move from beginners to level 2 by June 2018 and 50% pupils by year 8 reach intermediate level.</p> <p>Students make progress in line with their NPP peers in Maths Mastery entrance scores and times table tests.</p> <p>Students in the intervention groups make rapid progress and make progress in line with their NPP peers at the end of Year 7.</p>		<p>Each half term through the testing cycle. Results are reported to SLT.</p> <p>Data collection points.</p>
<p>Cost £16,495</p>					

Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points
High expectations for all students including PP students to ensure effective learning resulting in improved outcomes for PP students.	Improve the tracking and analysis of behaviour of PP students.	<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 personalised strategies in place to reduce them.</p> <p>Ensure all students are in attendance at each detention and are on task with their work.</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>	DHT SP – AHT KS3 -4	<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>
	Ensure that effective strategies are in place to support the behaviour needs of PP students.	Liaise with key stake holders, SENCO, behaviour support team to produce pastoral support plans with clear strategies on how to improve behavior/attainment.	Effective graduated response is in place to effectively support PP students with SEMH needs.	AHTs and SENCO	On-going but impact of provision monitored on a half termly basis.
Cost £174,930					

Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points
<p>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>Identify key cohorts of persistent absentees in each year group and put personalised plans in place.</p> <p>Persistent absentees “using career history,” to be placed on attendance monitoring.</p> <p>Fortnightly review meetings with parents for key students.</p> <p>Consistent approach to celebration assemblies for attendance.</p> <p>Review current punctuality systems to ensure a sustained focus.</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 to 94.3% for PP students.</p> <p>PP persistent absentee rate reduced to meet whole school targets.</p> <p>Improved punctuality for PP students which meets school targets.</p>	<p>DHT SP</p> <p>AHTs</p>	<p>Through reports to SLT on a half termly basis and governors on a termly basis.</p> <p>Weekly meetings with AHTs.</p>
<p>Parental involvement of PP students is below that of other students.</p>	<p>Improved engagement with the parents of PP pupils will help in our understanding of barriers</p>	<p>Contact with parents of PP students is made in a variety of medium.</p>	<p>Improved attendance at parents evening for PP students 75%.</p>	<p>AHT – KS 3 & 4</p>	<p>Analyse attendance at the end of each parents evening.</p>

	to learning and how these can be removed.	Create a centralised booking system to for key students. Follow up with parents who fail to attend.			
Cost £16,453					
Desired outcome	Chosen action / approach	Specific actions	Success Criteria	Staff lead	Monitoring points
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. 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 £5,225.20					