

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Lawnswood School
Number of pupils in school	1449
Proportion (%) of pupil premium eligible pupils	42.44%
Academic year/years that our current pupil premium strategy plan covers	2021-24
Date this statement was published	February 2022
Date this statement was reviewed	October 2023
Date on which it will next be reviewed	October 2024
Statement authorised by	Margaret Hamlet/Jo Bell
Pupil premium lead	Nicola Goodwill
Governor / Trustee lead	Maggie Beech

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£594,318.00
School Led Tutoring allocation this academic year	£77,355.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£671,673.00

Part A: Pupil premium strategy plan

Statement of intent

At Lawnswood School, it is our intention that all students, irrespective of their background, or start point in life, should make good progress and leave school with the qualifications and skills needed to forge a successful future. All students will be confident and ambitious for themselves.

Our pupil premium strategy has been thought out carefully, drawing upon the best evidence available, to ensure that disadvantaged students are supported to achieve their goals. We know that the evidence indicates that high quality teaching has the greatest impact on outcomes and as such, we prioritise CPD in our strategy to continue to drive standards in the classroom, alongside an extensive programme of careers education and guidance. Combined, it is our aim that our disadvantaged students have the highest aspirations and the means to achieve them.

Our strategy also accounts for the impact of Covid 19 and the disproportionate effect that this has had on disadvantaged students in our community. With this in mind, we are adopting the School Led Tutoring model, as our teachers can offer high quality small group tuition that is very specific to students' needs. The identification of students for this programme and others that form part of the strategy, such as Reciprocal Reading and Paired Reading, is borne out of rigorous diagnostic assessment, ensuring that targeted interventions are timely and appropriate.

Beyond this, our wider strategies seek to address the significant barriers to learning that our disadvantaged students have to overcome: drawing upon the evidence around parental engagement and social and emotional learning we have significantly widened the team of professionals who can support students' mental health and work closely with families and multi agencies.

Finally, our whole school ethos that encourages students to be ready, respectful and safe for learning also supports all learners to thrive in school. We aim to create a safe and nurturing environment, where our students know that they are valued, welcome and supported to be the very best they can.

Challenges

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

Challenge number	Detail of challenge
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1	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.
2	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.
3	Raise expectations and aspirations so that the learning of all students, including the disadvantaged, is supported.
4	Low attendance, persistent absenteeism and poor punctuality affects disadvantaged students disproportionately.
5	Disadvantaged students are more likely to have had learning severely disrupted by Covid 19 and be impacted by the ongoing disruption to learning.
6	Parental involvement of PP students is below that of other students.
7	PP students are less likely to take up extra-curricular trips and experiences which supports the PDBW and also academic progress.
8	PP students are less likely to access further and then higher education, indicating lower aspirations.

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
Disciplinary literacy, including explicit teaching of vocabulary, reading and oracy is embedded across the school to improve reading fluency and comprehension across the curriculum.	<p>GL data will show improvements in both reading and comprehension skills, but, improvements in outcomes from internal assessments across the subject range that have demanding reading elements will also indicate success in our wider strategy.</p> <p>Quality Assurance process will also show improvements via work scrutinies, learning walks. Faculty briefings and outcomes.</p>
Literacy and numeracy skills of Pupil Premium students improve rapidly.	<p>NFER/GL reading age and progress test data shows that PP students have made at least 12 months progress and is in line with non-PP students.</p> <p>40% PP students achieve basics 9-5 English and maths</p> <p>65% PP students achieve basics 9-4 English and maths</p>

Poor behaviour is rare and is not barrier to progress for Pupil Premium students.	Reduce average number of cautions per student by 50% (fewer than 10).
Attendance and punctuality is improved, with a reduction in persistent absenteeism, particularly for students with SEMH needs	Over the course of the three year plan, raise the attendance of PP students to 95% and at least in line with non-PP students. Lates to school reduced from 7.2% (PP) to 4.8% (non PP) as a minimum.
Attainment gap between PP and Non PP students continues to diminish and is not widened by post CV 19 barriers.	PP students' progress continues above the national average in En, Ma and Ebacc and comes at least in line with national average for the Open bucket.
Parents and carers of Pupil Premium students play and active part in the learning and progress of their children.	Parents' evening attendance averages at least 60% across year groups. 40% of respondents to Parents Survey in receipt of FSM.
A greater proportion of Pupil Premium students access engagement and enrichment activities.	A representative proportion of PP students from all year groups can be seen in: The school performance Accessing all trips across all year groups Engaging in sports clubs and playing competitively Joining lunchtime activities
Pupil Premium students are more likely to continue with Post-16 education.	Zero NEET figure for PP students. At least 85% of PP students attend Sixth Form/college.

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: £ 288819

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole school CPD and Action Research focus on reading and disciplinary literacy. This will focus on oracy in 2022-23 alongside oral feedback and reading fluency in 2023-2024.</p> <p>All staff will be supported to complete a project and share outcomes at celebration event.</p>	<p>EEF Teaching and Learning Toolkit: Reading Comprehension Strategies +6 months progress.</p> <p>EEF Teaching and Learning Toolkit: Oral Language Interventions + 6 months progress.</p> <p>EEF Literacy Guidance Report.</p> <p>CPD sessions informed by Alex Quigley's, 'Closing the Reading Gap' and 'Closing the Vocabulary Gap'.</p>	1, 2
<p>T&L strategies to improve outcomes for persistently absent students, including how the class teacher uses attendance data to inform planning and feedback to students.</p>	<p>EEF Teaching and Learning Toolkit: Feedback + 6 months progress.</p> <p>EEF Toolkit evidence base behind 'High Quality Teaching'.</p> <p>EEF Guidance Report: 'Working with Parents to Support Students Learning' + 4 months EEF toolkit</p>	1,4
<p>T& L strategies focused on embedding routines and consistency, e.g. Do Now starters, Meet/Greet and End and Send (2023-24), alongside the promotion of the common narrative.</p>	<p>EEF Toolkit evidence base behind 'High Quality Teaching'.</p>	1,2, 4
<p>Recruitment of subject specialist Learning Managers to five</p>	<p>EEF Toolkit evidence base behind 'High Quality Teaching' - there is as well documented and substantial evidence</p>	1,2

Faculties to improve the quality of cover for absent teachers, supporting the overall quality of teaching and learning, with additional time to deliver tier 2 interventions.	base around the impact of high quality teaching for disadvantaged students (and all students). Employing subject specialist Learning Managers will help support the continuity of education and protect the quality of teaching and learning, particularly during this extended and ongoing period of absences due to CV19.	
Recruitment of an additional SEMH member of staff to support teaching and learning in The Link.	EEF Guidance Report: 'Social and Emotional Learning' EEF Guidance Report: 'Improving Behaviour in Schools' EEF Toolkit evidence base behind 'High Quality Teaching'	1, 3, 4
Recruitment of Extended Leader for Head of On-Site Alternative Provision (2023-24)	EEF Guidance Report: 'Social and Emotional Learning' EEF Guidance Report: 'Improving Behaviour in Schools' EEF Toolkit evidence base behind 'High Quality Teaching'	1,3,4
CPD for SEMH Link teaching colleagues - coaching from wider SEND and Inclusion team.	EEF Guidance Report: 'Putting Evidence to Work' - Professional Development	1,2
Lawnswood Horizons to develop cultural capital in the classroom.	See appendix for rationale document that explains Lawnswood Horizons and the link to our CEIAG (Focus on Your Future, or, FOYF as it is referred to in school).	3,7,8,9
Focus on Your Future (our CEIAG programme) elements delivered through the curriculum and subject area of expertise.	See appendix for rationale document that explains Lawnswood Horizons and the link to our CEIAG (Focus on Your Future, or, FOYF as it is referred to in school).	3,7,8,9
CPD PSHE curriculum delivery time based on outcomes of PSHE review 21-22	EEF Guidance Report: 'Putting Evidence to Work' - Professional Development	1,2

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

Budgeted cost: £215031

Activity	Evidence that supports this approach	Challenge number(s) addressed
School led tutoring small group tuition (recovery premium)	EEF Teaching and Learning Toolkit - Tuition: small group tuition +4 months progress	5
My Tutor - online tuition partner and bespoke tutoring packages for individual students	EEF Teaching and Learning Toolkit - Tuition: small group tuition +4 months progress My Tutor was selected for an EEF evaluation trial; however, it was halted due to CV19 and the changing face of tuition. Having explored and trialed different providers, our own preliminary data suggests better engagement and hopefully, outcomes, with this provider.	4,5
Recovery Teacher (recovery premium) (2020- January 2021 only)	EEF Teaching and Learning Toolkit – high quality small group teaching	2,5
HLTA SEMH - SLCN and anxiety	EEF Teaching and Learning Toolkit – high quality small group teaching EEF Guidance Report: Special Educational Needs in a Mainstream School	1,2,4,5
Access Teacher (DST)	EEF Teaching and Learning Toolkit – high quality small group teaching EEF Guidance Report: Special Educational Needs in a Mainstream School	1,2, 5
Reciprocal Reading - comprehension programme to be expanded with training for additional colleagues	EEF funded trial supported by Queen's College, Belfast The trial has not yet concluded; however, our internal data from 2021-22 supports the upscaling of this approach.	2
Catch Up Literacy	EEF evaluated programme +2 months progress – <i>this may be replaced with</i>	2

	<i>RR on a wider scale once colleagues are trained and able scale up. Discontinued October 2022.</i>	
Paired Reading programme	EEF Teaching and Learning Toolkit 5+ months progress	2
Phonics Recovery programme and bespoke training for two Y7 teaching colleagues (2023-24)	EEF independent evaluation of Fresh Start Phonics +3 months/approved DfE provider of synthetic phonics	2
The Link Provision at KS3 and KS4: bespoke internal alternative provision that blends therapeutic interventions and wrap around care for children with high SEMH needs with a quality curriculum offer that is personal to each student's needs.	EEF Guidance Report: Social and Emotional Learning in Primary Schools Trauma informed practice: https://touchbase.org.uk/ https://www.bdperry.com/research	1,2, 4

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

Budgeted cost: £ 110876

Activity	Evidence that supports this approach	Challenge number(s) addressed
See School Improvement Plan - strategies for improving attendance for Persistent Absenteeism	EEF Guidance Report: 'Working with Parents to Support Students Learning' + 4 months EEF toolkit EEF Rapid Evidence Review: Attendance interventions	4,6
Attendance Improvement Officer	EEF Guidance Report: 'Working with Parents to Support Students Learning' + 4 months EEF toolkit	4,6
Family Support Worker	EEF Guidance Report: 'Working with Parents to Support Students Learning' +4 months EEF toolkit	4,6
School Counsellor	EEF Guidance Report: 'Improving Behaviour in Schools' + 4 months SEAL + 4 months Behaviour Interventions	4,5

EIMS and Think for the Future Mentors (2023-2024)	EEF Guidance Report: 'Improving Behaviour in Schools' + 4 months SEAL + 4 months Behaviour Interventions	4,5
Guidance and Support Team Meetings	EEF Guidance Report: 'Improving Behaviour in Schools' + 4 months SEAL + 4 months Behaviour Interventions	4,5,6
CPI Training and Ready, Respect, Safe	EEF Guidance Report: 'Improving Behaviour in Schools' + 4 months SEAL + 4 months Behaviour Interventions	4,5,6
Zones of regulation training	EEF Guidance Report: 'Improving Behaviour in Schools' + 4 months SEAL + 4 months Behaviour Interventions	4,5,6
Breakfast Club Expansion of breakfast club – DfE additional funding	Evaluation of Breakfast Clubs in High School (gov.uk evaluation 2019)	4,5
Family engagement events: Y11 Tea&Cake Family Support Coffee Mornings	EEF Guidance Report: 'Working with Parents to Support Students Learning' +4 months EEF toolkit EEF Rapid Evidence Review: Attendance interventions	4,6
Equipment and resourcing – laptops, stationery, uniform, bus passes, taxis, trips and visit support	We have a contingency fund to ensure that we can meet acute needs and ensure that basic resourcing is not a barrier to attendance, engagement and learning.	4,5,6,7

Total budgeted cost: £ 614676

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 2022-2023 academic year. **Please note that in line with the guidance not all specific activities will be evaluated separately and some activities will not be evaluated until the end of the three year plan (October 2024).**

In 2022-23, our disadvantaged students made broadly similar progress to students in the last formally examined series that these standards have been benchmarked to, 2018-2019. Unfortunately, there is a widened gap in outcomes from non-disadvantaged students (an increase of -0.19). At the moment, this seems to reflect the national picture with a reported widening of the attainment gap. Until the revised data is released in February 2024, we are not able to drill down into the gaps in the progress data in fine detail against national standards.

Our EAL/PP students, however, do considerably better, with a positive P8 score of 0.06.

There is no significant difference in outcomes between PP Girls or PP Boys; however, the biggest co-existing vulnerability is SEND.

The overriding factor, however, in determining progress for PP students is attendance. Irrespective of any co-existing vulnerabilities, PP students with Good or Excellent attendance achieved better than national average for all students in terms of progress: **Good (0.39) and Excellent (0.08).**

As identified earlier in this strategy's life cycle, work to improve attendance and outcomes for Persistent Absentees and those whose attendance Require Improvement remains at the centre of our Pupil Premium plan and is outlined earlier in the document. This will be evaluated in full in October 2024, in line with the DfE guidance for a three year long term approach to improving outcomes for PP students.

In April 2023, we also joined the DfE Behaviour Hub programme which provides further support and strategic guidance around these aims and this will be evaluated in the spring 2025.

The impact of Covid 19 catch up programmes and reading interventions has already been reported in previous evaluations.

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
SENECA learning platform - full access	SENECA

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Appendix 1: EEF recommendation for a tiered approach – our rationale and outline for our tiered strategy is explained in the statement of intent.

<https://educationendowmentfoundation.org.uk/guidance-for-teachers/using-pupil-premium>

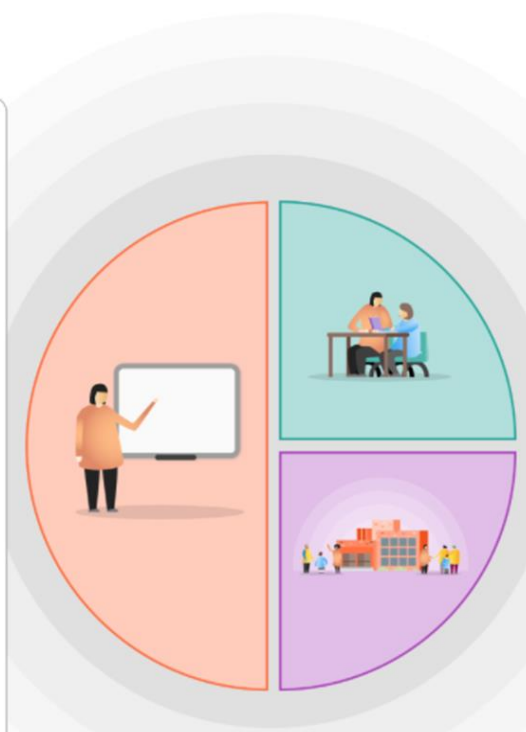
PUPIL PREMIUM TIERED MODEL

Where are we now?



1 Teaching

Whole school CPD to embed Disciplinary Literacy
Professional Review action research around DL in 21-22 and oral feedback and oracy in 22-23
Common narrative around T&L to support consistency, including, for example, routines such as 'meet and greet' and 'end and send'
SIP priority to improve outcome for persistent absentees, with emphasis on faculty and class teacher accountability (e.g. use of SISRA and class gaps to explore attendance within subjects/lessons)
Recruitment of Learning Managers
Recruitment SEMH Link teacher 21-22 and development/CPD for Link teacher 22-23
Lawnswood Horizons embedded in curriculum
Focus on Your Future elements embedded throughout curriculum
PSHE CPD to improve curriculum delivery



2 Targeted academic support

Small group school led tutoring
Online and bespoke tutoring individuals
Targeted support for the 'Ambition Cohort'
Recruitment of HLTA SEMH (SLCN/CI) Access Teacher
Reciprocal Reading trial (21-22) and extension of this 22-23
Paired Reading
Link Provision

3 Wider strategies

School improvement strategies for PA
Recruitment of attendance improvement office and family support worker
School counsellor and SEMH 1:1
Guidance and Support Team
CPI training (Ready, Respect, Safe)
Zones of regulation training (22-23)
Expansion of breakfast club
Family Engagement events

Appendix 2 : Rationale for our Focus on Your Future and Lawnswood Horizons Strategy

The Challenge

Motivating & re-engaging students with learning

Research in this area indicates that there are 3 aspects:

1. Value: what are the potential benefits of this activity?
2. Expectancy: how likely am I to see those benefits?
3. Cost: how much time & effort is needed in order to see those benefits?

To date, all 3 aspects have been 'pushed' by the presence of exams (value – sharing 'horror stories' of those who don't make it / expectancy – kept high by positive, graded reports / cost – kept low by teachers working harder than students).

There are 3 clear issues with this reliance on exams to drive student motivation:

Firstly, we know that this has not been enough to motivate some of our students resulting in a 'spiky' results profile, and this has clearly been problematic over the last 2 years.

Secondly, for those students where grade 4+ is not a realistic prospect the expectancy aspect becomes a block to motivation.

Thirdly, philosophically this 'exam first' drive throws the role of the school into confusion: grades should reflect the education, not **be** the education.

Developing Cultural Capital

We have a responsibility to promote social mobility within our stratified society. This is the objective, embodied and institutionalised cultural capital that will allow our students to stand on the shoulders of what has gone before. Research

indicates that it is the *lack of awareness* of cultural traditions that acts as a barrier to social mobility and our curriculum must provide the:

“essential knowledge that pupils need to be educated citizens – introducing them to the best that has been thought and said.” Ofsted

Meeting the statutory requirements for the Gatsby Benchmarks

It has become increasingly clear that the time allocated to this aspect of the curriculum is insufficient. We currently squeeze much of this into the PSHE curriculum time and the introduction of the new, statutory curriculum in PSHE means that this is no longer sustainable.






Seizing the current opportunity to reshape our curriculum planning

If we have the following at the forefront of our thinking, it provides a framework within which our Lawnswood Links of Communication, Ambition and Celebration fit.

1. Value: we need to show students that what they are learning opens horizons.
2. Expectation: we need to show students that people who achieve amazing things are **just like them**.
3. Cost: we need to make it as easy as possible for students to encounter learning, whilst at the same time making them work harder than their teachers.

The Solution


1. Continue with our highly successful focus on Careers across the Curriculum (GB4) to ensure that this learning is rooted firmly in the subject content. All schemes of learning will contain a planned element of our #FOYF programme, using the Start platform to ensure that this is kept up-to-date and relevant.
2. Continue to provide additional #FOYF activities e.g. mock interviews, 'Reading in my job', #FOYF Fair.
3. Develop specialist delivery of curriculum-linked aspects of the #FOYF programme. This will take 3 hours of curriculum time within one half term per year. Lessons will be planned to show progress in content across the years.

HT	Lawnswood Link	• Faculty 1		• Faculty 2	
HT1		Communication	FOYF Personal Statements / Student passports / Who am I & what am I good at?	IT	Communication Start platform Digital Communication / Positive use of social media / Role of email
HT2		Science	Confidence The science of learning (retrieval practice, etc)		
HT3		Maths	FOYF Financial Matters	DT	FOYF Keeping yourself safe at work
HT4		Whole School	Communication Community Read / World Book Day / Poetry Day		
HT5		Humanities	Ambition Preparation for exams / Positive actions / Building my Start Locker		

15 lessons in total / 3 lessons per year
for each school year

Lesson objectives will be set and a
selection of lesson resources will be
provided.

Faculty team will plan & deliver the

HT6		Health & Performance	Celebration How have I done this year / Am I ready for next year? Includes student voice/reflections
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4. Develop our broad and balanced focus on cultural capital to ensure that it is realised through all aspects of our curriculum.
 - a. Revisit schemes of learning to ensure that all opportunities to develop this aspect are exploited. A key principle of this would be to think more widely about existing 'legitimate' culture and avoid entrenchment of any one type of culture.
 - b. Ensure that our PSHE programme is well-understood by students and staff as developing personal, social, spiritual, moral and cultural development.
 - c. Introduce 'Lawnswood Horizons' to support the development of cultural capital. Research indicates that this must be domain-specific and that we must explore its inherent value with students.
 - i. Subject teams will identify aspects related to their curriculum area – possible examples include: a documentary, a National Theatre performance, a significant TED talk, a virtual library tour of the central library with a live (recorded) interview with the librarians, learning poetry by heart (with a performance element), and this may be supported by a trip or an external visitor, such as a local MP.
 - ii. Each week, the years from 7 to 11 will all see / hear / discuss / experience the same aspect of cultural capital – the aim being to facilitate conversations with peers, staff and families.
 - iii. This will require 2 hours of subject time per year – a timetable across the year will be set, and this will be shared via the planner, e-briefing, the HT update, and social media to promote those conversations within our learning community.

