

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	Larkmead School
Number of pupils in school	710 (in Years 7-11) [numbers based on December 2021]
Proportion (%) of pupil premium eligible pupils	17% (in Years 7-11) (7:20%, 8:13%, 9:17%, 10:19%, 11:17%)
Academic year/years that our current pupil premium strategy plan covers	2021-2023
Date this statement was published	December 2021
Date on which it will be reviewed	October 2022
Statement authorised by	Jonathan Dennett
Pupil premium lead	Ed Carlin and Jo Pospiezalski
Governor / Trustee lead	Behnoosh Sabah

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£122,240 [figure from DfE]
Recovery premium funding allocation this academic year	£ 18,705 [provisional figure from DfE]
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	£140,945

Part A: Pupil premium strategy plan

Statement of intent

The school's virtues of one community, individual minds and creating futures embody are overarching intention for each and every one of our students. As "one community" we value each member of the Larkmead family. "Individual minds" encourages personality and diversity, enabling each student to be themselves. "Creating futures" means inspiring ambition, resilience and ingenuity.

This is our intention for all of our students, irrespective of their background or the challenges they face, as we strive to ensure they all make good progress and achieve high attainment across the curriculum.

The focus of our pupil premium strategy is to support our disadvantaged pupils in achieving this goal, including those who are already high attainers. Although this report focusses on those students eligible for the pupil premium, the activities described are also intended to support other vulnerable pupils, such as those who have a social worker and those who are young carers, irrespective of whether they qualify for the pupil premium or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We aim to ensure that all disadvantaged students attend school and will be successful learners, provided with timely and accurate feedback on their learning and given additional support where required, particularly to develop their literacy, numeracy and organisational skills. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge																								
1	<p>GCSE Outcomes</p> <p>It is recognised that attainment data is not the best way to compare the GCSE outcomes of disadvantaged students with that of their peers, as it does not consider prior attainment. However, Progress 8 figures have not been available for the last two years; prior to Covid-19, our P8 was:</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2019 Nat Av</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>-0.60 <small>(-0.20 minus two students)</small></td> <td>-0.67 <small>(-0.34 minus two students)</small></td> <td>-0.45 <small>(like-for-like)</small></td> </tr> <tr> <td>Whole School</td> <td>+0.06</td> <td>-0.26</td> <td>-0.03</td> </tr> </tbody> </table> <p>Calculation of P8 for 2020 (using 2019 comparison figures) shows a narrowing of this gap to 0.19 but it is still apparent that there is a significant shortfall that needs addressing.</p> <p>The percentage of PP students gaining 9-4 in both English and Mathematics increased prior to CAGs and TAGs but is still a focus for improvement for each cohort in order to maximise our disadvantage students' life chances.</p> <table border="1"> <thead> <tr> <th></th> <th>2018</th> <th>2019</th> <th>2020</th> <th>2021</th> <th>2019 Nat Av</th> </tr> </thead> <tbody> <tr> <td>Disadvantaged</td> <td>42%</td> <td>50%</td> <td>69%</td> <td>58%</td> <td>45% <small>(like-for-like)</small></td> </tr> </tbody> </table>		2018	2019	2019 Nat Av	Disadvantaged	-0.60 <small>(-0.20 minus two students)</small>	-0.67 <small>(-0.34 minus two students)</small>	-0.45 <small>(like-for-like)</small>	Whole School	+0.06	-0.26	-0.03		2018	2019	2020	2021	2019 Nat Av	Disadvantaged	42%	50%	69%	58%	45% <small>(like-for-like)</small>
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2	<p>Attendance</p> <p>Attendance was severely affected by Covid-19 last year. Ignoring lockdown and Year 11 attendance post-assessments (where attendance reporting is likely to confuse the data), PP attendance last year was 81.2% compared to 90.2% whole school, with the difference most apparent at KS4.</p> <p>Persistent absenteeism for PP was 54% compared to whole school at 33%. This was, again, higher in KS4 compared to KS3.</p> <p>All data, whether assessment, observation or discussion, shows that absenteeism negatively affects the outcomes students and, therefore, this is widening out disadvantaged gap.</p>																								

3	<p>Literacy</p> <p>It is widely appreciated that access to the curriculum is enhanced through higher levels of reading comprehension and literacy. Assessment of reading ages through Renaissance Star Reading, alongside discussion with students and staff, shows that the percentage of students in both the “on watch” category (and below) and the “intervention” category (and below) are considerably higher in Larkmead School within the PP cohort than the non-PP cohort.</p> <p>It is expected that, unless tackled, this would result in lower GCSE outcomes for these students when compared to their peers, as well as a greater chance of lower motivation towards and engagement with the curriculum.</p>
4	<p>Lockdown learning</p> <p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This is, in some cases, due to a lack of support and stability at home. It was also due to a technology disadvantage that we later overcame through lending devices supplied to us through the DfE</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind targets based on prior attainment.</p>
5	<p>Homework</p> <p>Data prior to December 2021 shows the percentage of PP students with more than one poor AtL2 score (homework concern) is considerably higher than equivalent percentages for non-PP students, especially in Years 8-10.</p> <p>Through discussion, this is due to a number of factors. Research clearly shows the importance of support and encouragement working outside of lessons and the impact that this has on progress and attainment.</p>
6	<p>Engagement and Aspiration</p> <p>Discussion with PP students and analysis of educational visit data shows less engagement from PP students with opportunities made available to them compared to their peers. There also appears to be less awareness of opportunities available beyond Year 11, which options choices and destinations beyond KS4.</p> <p>Research shows that engaging positively within school, making the right subject choices for GCSE and aspiring to a longer-term goal support better attendance, increased engagement and greater progress of the individual.</p>

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
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.	2022/23 KS4 outcomes demonstrate that disadvantaged pupils achieve a Progress 8 score of above -0.25, aiming for a positive overall score.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2024/25 demonstrated by: <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 5% • the absence rate for disadvantaged pupils being no more than 8% • the percentage of all pupils who are persistently absent being no more than 14% • the percentage of disadvantaged pupils who are persistently absent being no more than 25% Pre-Covid-19 National Averages quoted as targets.
Improved literacy amongst PP students.	Improved literacy from 2024/25 demonstrated by a significant reduction of “on watch” and “intervention” PP students when taken as a percentage within Years 8-11 only. This will ensure that the interventions in place are having the desired effect of improving literacy levels in the cohort.
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning, through the use of after school provision instead of home learning where appropriate. AtL2 data will support this finding when comparing PP and non-PP data in each year group.
To achieve and sustain improved engagement in opportunities outside of the classroom and aspiration amongst disadvantaged students.	Improved engagement in enrichment opportunities outside the classroom in 2022/23, demonstrated initially by engagement in the Year 7 PGL trip and other year events as well as data through discussion with HoD and HoFs organising subject educational visits. Improved aspiration and future plans amongst PP students, demonstrated through one-to-one and small group discussion.

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.

All chosen actions and approaches have been informed by the following documents, some of which are referenced explicitly below:

[Source 1] [Sutton Trust and Educational Endowment Foundation: Teaching and Learning Toolkit](#)

[Source 2] [Ofsted: The Pupil Premium, How schools are spending the funding successfully to maximise achievement](#)

[Source 3] [DfE: Supporting the attainment of disadvantaged pupils](#)

[Source 4] [Ofsted: The Pupil Premium, An Update](#)

[Source 5] Matthew Haynes SHMI: Improving Disadvantaged Pupils' Outcomes

1

Teaching

(e.g. CPD, recruitment and retention)

Budgeted cost: £ 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Quality first teaching supported by evidence informed CPD for teachers and support staff. (Further supported by CPD resources from The National College)</p>	<p>We continue to embed the ethos of a whole school responsibility (and accountability) for the success of PP Students.</p> <p>[Source 3] states that <i>“more successful schools use data to identify pupils’ learning needs during regular reviews of progress”</i></p> <p>[Source 5] states that <i>“An emphasis on ‘tilting’ the work of the school toward DA pupils is needed in order for them to catch up”</i> and <i>“Staff must know their disadvantaged pupils and provide for them as part of quality first teaching”</i></p>	1, 2, 3, 4, 5, 6
<p>Maintain a CPD focus on developing metacognition and the quality of teacher modelling and exposition.</p>	<p>Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners.</p> <p>[Source 1] states that <i>“The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective.”</i></p>	1, 5
<p>Invest in software and hardware to monitor and support students with out-of-class learning. Conduct regular audits to ensure ICT access is monitored and maintained for all students.</p>	<p>Internal evidence has identified the technology gap with some of our disadvantaged students and this was highlighted during both Covid-19 lockdowns when most students were required to work from home.</p> <p>Regular monitoring is now required to ensure that devices sent home are being used effectively.</p> <p>[Source 1] states that <i>“the impact of homework on learning is consistently positive (leading to five months additional progress)”</i></p>	1, 5
<p>Promote and support (through appropriate CPD) the literacy strategy including the use of PiXL unlock, word of the week and the reading strategy in lessons.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject. This is further described in Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English as described in a report by the OUP (word-gap.pdf (oup.com.cn))</p>	1, 3

2

Targeted academic support

(e.g. tutoring, one-to-one support)

Budgeted cost: £ 75,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue to develop Year 11 core interventions (Cv, Fy, Hy)	<p>KS4 Core Interventions continue to be very successful and well attended and now take place in a variety of formats. Progress against iTarget for students involved is clearly visible.</p> <p>[Source 1] states that “small group tuition is effective, and as a rule of thumb, the smaller the group the better” and “in areas like reading and mathematics one-to-one tuition can enable learners to catch up with their peers. Short, regular sessions over a set period of time appear to result in optimum impact.”</p> <p>[Source 3] states that more successful schools “focus on providing targeted support for under-performing pupils during curriculum time (as well as providing learning support outside school hours)”</p> <p>[Source 5] states that “Interventions must work with first line teaching and teachers need to be aware of and involved in what is being done”</p>	1
Continue to develop the Yr11 mentoring programme for identified students (coordinated by PI)	<p>This was a successful initiative last year and has been developed with more direction and feedback to teachers and greater pastoral support of each student.</p> <p>[Source 1] states that <i>“there is some evidence that pupils from disadvantaged backgrounds can benefit from up to about two months’ additional progress from mentoring. Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour”</i></p>	1, 2, 4, 5, 6
Continue to develop Yr7-8 Mentoring (Ce) and Year 9-10 Support (PI)	<p>We are keen to develop our mentoring and coaching approach to support students in KS3. This initiative was unable to run last year due to Covid-19 but we wish to develop it as part of our ongoing strategy.</p> <p>[Source 1] states that <i>“there is some evidence that pupils from disadvantaged backgrounds can benefit from up to about two months’ additional progress from mentoring. Other positive benefits have been reported in terms of attitudes to school, attendance and behaviour”</i></p>	4, 5, 6

<p>Yr11 extra core classes</p>	<p>Although reducing class sizes is reported as low impact, this is based on limited evidence from the EEF. Internal evidence based on previous years in school shows that reducing class sizes in English, Maths and Science to be more aligned to those in option subjects has had a positive impact on progress.</p> <p>[Source 1] goes on to state that “<i>Smaller classes only impact upon learning if the reduced numbers allow teachers to teach differently – for example, having higher quality interactions with pupils or minimising disruption</i>” and “<i>The gains from smaller class sizes are likely to come from the increased flexibility for organising learners and the quality and quantity of feedback the pupils receive</i>”, both of which are applicable in these circumstances.</p>	<p>1</p>
<p>Continue to develop Yr7-11 PowerHour using it to offer support and mentoring to all students, with targeted invites in KS4</p>	<p>It is recognised that PP Students need support and encouragement working outside lessons. Early analysis of homework issues, identified through tracking, will allow for practice to be modified to support PP.</p> <p>Extending PowerHour to KS3 (under the title of a homework club) is a continued strategy from last year that must be promoted and focussed more effectively.</p> <p>[Source 1] states that “<i>the impact of homework on learning is consistently positive (leading to five months additional progress)</i>” and “<i>evidence suggests that disadvantaged pupils benefit disproportionately from extending school time</i>”</p>	<p>1, 5</p>

3

Wider strategies

(e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £ 51,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improve attendance and target persistent absenteeism through early identification and action, parental contact, home visits and attendance workshops.</p>	<p>This role will continue to be used to target attendance concerns, especially following the disruption caused by Covid-19.</p> <p>[Source 3] states that <i>“more successful schools set up rapid response systems to address poor attendance”</i></p>	<p>2</p>
<p>Improve parental contact with PP students, focussing in particular on PTCEs in the first instance.</p>	<p>Most research looking at parental engagement focuses on home reading interventions in early years and primary settings. However, the effect in secondary schools is as high as +2 months.</p> <p>[Source 1] states that <i>“By designing and delivering effective approaches to support parental engagement, schools and teachers may be able to mitigate some of these causes of educational disadvantage, supporting parents to assist their children’s learning or their self-regulation.”</i> It goes on to give key elements including, <i>“tailoring communications to encourage positive dialogue about learning, regularly reviewing how well the school is working with parents and offering more sustained and intensive support where needed.”</i></p>	<p>2, 4, 5, 6</p>
<p>Increase the opportunities and encouragement for disadvantaged students to engage in all year and subject enrichment activities.</p>	<p>It is vital to ensure all PP students have a positive experience of secondary school. This initiative was very successful last year in encouraging PP Students to attend this residential.</p> <p>This now needs to be extended to offer more encouraged and support for disadvantaged students getting involved in all enrichment activities.</p> <p>[Source 1] states that <i>“outdoor adventure learning consistently shows positive benefits on academic learning. There is also evidence of an impact on non-cognitive outcomes such as self-confidence”</i></p> <p>[Source 1] states that <i>“the impact of arts participation and sports participation on academic learning appears to be positive but low.”</i> Wider benefits include <i>“improved attitudes to learning, well-being, health and social benefits”</i></p>	<p>6</p>

<p>Continue to improve options and careers advice and support for disadvantaged students.</p>	<p>Student Voice with Year 8 indicates that PP students feel less well prepared to make the best option choices and post-16 choices (including work experience). It is also recognised that PP students will be more motivated to engage in independent study if they have high future aspirations.</p> <p>[Source 5] states that <i>“Building high aspirations, including inspirational careers advice and guidance, are key”</i></p>	<p>2, 6</p>
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Total budgeted cost: £146,000

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.

2021 GCSE Outcomes have already been referred to in this strategy document – although the 2020 strategy aim refers to progress data (using Progress 8), the percentage of disadvantaged students gaining 9-4 in English and Maths is the best available alternative. The TAG 2021 percentage shows an understandable decrease from that from CAGs at the beginning of the pandemic in 2020. However, it is felt that this was determined using a robust methodology and it's increase from 2019 (50%) and value considerably above the 45% target set, highlights the work put in, both during and following lockdown, in order to support our disadvantaged students in Year 11.

Attainment 8 for disadvantaged students in 2021 was 39.4, a notable increase on all but 2020's figure (40.1) and above that targeted in our previous strategy. The percentage of disadvantaged students achieving 9-5 in English and Maths was also above that targeted (36% compared to 28%) and the best since the introduction of 9-1 grading. Without progress data, it is hard to determine the effect that the prior attainment of the cohort had on this figure.

Attendance has been severely affected by Covid-19 and we are still seeing the effects now, in the new year, both due to continued illnesses and increased disaffection. Attendance of disadvantaged students in years 7 to 11 (see comment above on necessary 'cleansing' of data) dropped to 81.2% and was below the 92.2% targeted. Similarly, disadvantaged persistent absenteeism rose to 54% rather than falling to the target set. Attendance, especially of the disadvantaged students, continues to be a major concern and focus for the years ahead, as we begin to uncover the longer lasting effects of Covid-19.

The rigorous focus on the catch-up strategy, highlighted in the Pupil Premium review last year, was very successful, with student voice being very positive about the return to school, both in terms of feeling safe and not feeling behind. However, the unveiling of PiXL Unlock, to support literacy across the school and especially with the disadvantaged and lower prior attaining students, was delayed until September 2021.

Mentoring was developed successfully during the latter part of the year, starting Year 11 mentoring early (while students were in Year 10). Strong relationships were forged with individual mentors and the whole cohort which has ensured the success of the PowerHour in the current year so far.

The smaller class sizes in Year 11 were seen as a great benefit in Maths and Science, with English using the extra staffing to create small focus groups throughout the year, varying according to the topic being studied. This has been continued this year with, facilitated through the additional catch-up premium offered to schools.

Lastly, Pupil Premium continues to be a whole school focus, with all teachers and tutors ensuring that disadvantaged students are considered as a priority when, for example, planning lessons, targeting interventions and following up on PTCE replies. This must continue as a fundamental part of our strategy as we move forward if we are to close the attainment gap as desired.