# Pupil Premium Strategy Statement (2020-21)

## School overview

| **Metric** | **Data** |
| --- | --- |
| School name | Larkmead School |
| Pupils in school | 715 (in Years 7-11)  [numbers based on the October census] |
| Proportion of disadvantaged pupils | 18% (in Years 7-11)  (7:13%, 8:18%, 9:21%, 10:18%, 11:21%) |
| Pupil premium allocation this academic year | £120,765  [approximate as PPG is based on January census] |
| Academic year or years covered by statement | 2019/20 (Review) and 2020/21 (Strategy) |
| Publish date | November 2020 |
| Review date | October 2021 |
| Statement authorised by | Ed Carlin (AHT) |
| Pupil premium lead | Jo Pospieszalski |
| Governor lead | Ellie Ball (Chair of Governors) |

## Disadvantaged pupil performance overview for last academic year (2019-20)

|  | **Disadvantaged**  **2018** | **Disadvantaged**  **2019** | **Disadvantaged**  **2020**  **(COVID19)** | **National Average**  **2019\*\*\*** |
| --- | --- | --- | --- | --- |
| Progress 8 | -0.56  (-0.20 minus two students) | -0.59  (-0.34 minus two students) | N/A\* | +0.13 (-0.45) |
| Attainment 8 | 37.4 | 33.8 | 40.0\* | 50.2 (36.5) |
| Percentage of Grade 4+ in English and Maths | 42% | 50% | 66%\* | 72% (44%) |
| Percentage of Grade 5+ in English and Maths | 32% | 20% | 28%\* | 50% (24%) |
| EBacc entry | 21.1% | 13.6% | 10.3% | 40% (27%) |
| Attendance | 90.6%  (92.5% minus key students) | 91.1%  (92.7% minus key students) | 87.3%\*\*  (Key student analysis not completed in light of COVID19) | 94.8% (92.2%) |
| Persistent Absenteeism | 30.2%  (26.6% minus key students) | 32.7%  (28.6% minus key students) | 39.3%\*\*  (Key student analysis not completed in light of COVID19) | 12.7% (22.8%) |

\*CAGs were primarily used to assign grades in 2020 after examinations were cancelled due to COVID19. As such, the results from the previous two years have been given for comparison.

\*\*Attendance for 2019-20 has been taken up to and including 20th March 2020.

\*\*\*National averages quoted are for 2019 (due to COVID19, data is not available for 2020). Figures are for non-disadvantaged students (apart from attendance data, which refers to the whole cohort). National averages for disadvantaged students (like-for-like) are given in brackets.

## Strategy aims for disadvantaged pupils (2020-21)

| **Aim** | **Target** | **Target date** |
| --- | --- | --- |
| Progress 8 | Improve disadvantaged Progress 8 score to a positive value | Summer 2021 |
| Attainment 8 | Maintain disadvantaged Attainment 8 score above 36.5 | Summer 2021 |
| Percentage of Grade 4+ in English and Maths | Maintain disadvantaged percentage of Grade 4+ E&M above 45% | Summer 2021 |
| Percentage of Grade 5+ in English and Maths | Improve disadvantaged percentage of Grade 5+ E&M to above 28% | Summer 2021 |
| EBacc entry | Disadvantaged EBacc entry for 2020 is 12.9% | N/A |
| Attendance | Improve disadvantaged attendance to above 92.2% | Summer 2021 |
| Persistent Absenteeism | Reduce disadvantaged persistent absenteeism to below 22.8% | Summer 2021 |

## … for current academic year

| **Measure** | **Activity** | **Target** |
| --- | --- | --- |
| Priority 1 | Quality first teaching supported by evidence informed CPD for teachers and support staff. (Further supported by CPD resources from The National College)  *“Staff awareness of PP students and individual strategies are required for effective practice”* | * Regular (weekly) PP mentioned in staff update and emails * Awareness of particular student issues in all year groups (identified through FTs and mentoring) made available to staff |
| Priority 2 | Maintain a CPD focus on developing metacognition and the quality of teacher modelling and exposition.  *“Modelling is recognised as highly beneficial to PP students from MAF feedback”* | No target required as tackled through whole school CPD |
| Priority 3 | A rigorous focus on the Catch up Strategy following the return to schools for all students.  *“Identification and fast reaction to PP issues is required”* | Complemented through mentoring in all year groups   * PP Learning walks to ensure appropriate engagement and involvement in lessons * PP MAF reviews to ensure students feel confident they can make progress as a result of staff input |
| Priority 4 | CPD on effective remote learning including investment in hardware to support the teachers and an audit to ensure ICT access is maintained for all students.  *“Identification and fast reaction to PP issues is required”* | * PP check-up if year groups switch to remote learning |
| Priority 5 | Literacy: Promotion of and CPD supporting the use of PiXL unlock and the reading strategy in lessons.  *“Linking this to PP students in particular need will be beneficial to focussed and more rapid intervention”* | * PP follow-up highlighting PP students with particular needs |
| Barriers to learning addressed | Poor attendance by some students.  Students have a variety of complex needs. |  |
| Other ongoing activities | Equipment funding, in particular for incoming Year 7. | * Continue to fund equipment |
| Projected spending | £26,000 |  |

## … for current academic year

| **Measure** | **Activity** | **Target** |
| --- | --- | --- |
| Priority 1a | Yr7-8 mentoring (Ce) | * Students in need identified through FTs (“This is me”) and ongoing tracking * Mentoring carried out by Ce * Staff made aware of particular student issues as appropriate |
| 1b | Yr9-10 support (Pl) | * Students in need identified through FTs (“This is me”) and ongoing tracking * Mentoring carried out by Pl * Staff made aware of particular student issues as appropriate |
| 1c | Yr7 and Yr9 student coaching (Es) | * Students in need identified * Appropriate training given to student coaches * Benefits of approach evaluated for continued use |
| 1d | Yr11 extra core classes | * E&M results of 45% and 28% as above |
| 1e | Yr11 core interventions (Cv, Fy, Hy) | * E&M results of 45% and 28% as above |
| 1f | Yr11 academic mentoring (TBA) | * Academic mentoring used appropriately to support PP (and other) students * E&M results of 45% and 28% as above |
| 1g | Yr11 mentoring (Pl to co-ordinate) | * Improve disadvantaged Progress 8 score to a positive value * Maintain disadvantaged Attainment 8 score above 36.5 |
| 1h | Yr7-11 PowerHour used to offer support and mentoring to all, with targeted invites in KS4 | * Increased numbers using PowerHour * Positive feedback from students on PowerHour * P8 and A8 as above |
| Priority 2a | Literacy: Subject specialists in Yr7-8 library lessons targeting PP and reluctant readers | * Ensure English staff are targeting PP and reluctant readers as intended |
| 2b | Literacy: Article and book quizzes used in form time to promote reading to Yr7-9 | * Ensure feasibility and use |
| Barriers to learning addressed | Some disadvantaged students have poor AtL2 scores as well as poor organisation, independent study skills, habits and motivation. |  |
| Other ongoing activities | KS3 RALP and RANP interventions  KS4 Wed5 interventions  Early careers advice for Yr8 PP students | * Continue to run successful KS3 RALP and RANP interventions, tilted to PP needs * Continue to run successful KS4 interventions, tilted to PP needs * Continue to offer early careers support |
| Projected spending | £47,000 |  |

## … for current academic year

| **Measure** | **Activity** | **Target** |
| --- | --- | --- |
| Priority 1 | Improve attendance and target persistent absenteeism through early identification and action, parental contact, home visits and attendance workshops. | * Attendance above 92.2% * Persistent absenteeism below 22.8% |
| Priority 2 | Improve parental contact with PP students, focussing in particular on PTCEs in the first instance. | * Above 60% PP attendance to PTCEs (if they can continue with COVID19 restrictions) * Successful PP monitoring and appropriate reaction with parental contact systems used during COVID19 restrictions |
| Barriers to learning addressed | Students have a variety of complex needs that require individual identification and support.  Parental support and attitude to education is low. |  |
| Other ongoing activities | Financial support for school visits, in particular Yr7 PGL visit.  Free music tuition. | * Continue to advertise and fund financial assistance * Continue to advertise free music tuition |
| Projected spending | £49,000 |  |

## Monitoring and implementation

| **Area** | **Challenge** | **Mitigating action** |
| --- | --- | --- |
| Teaching  (Staff awareness of PP issues) | Ensuring pupil profiles are relevant and accessible | Look to support from DoLs and form tutors in creating pupil profiles so that whole school involvement writing profiles promotes their use.  Regular mentioning of PP issues and solutions through emails and the weekly staff update. |
| Teaching  (Support of PP students during any future need for remote learning) | Ensuring ICT access and motivation of students to engage with remote learning | Issues with ICT access have been identified and will be addressed through the government’s laptop scheme.  Engagement of students will be addressed through quicker and more robust checking as well as a simplified system of putting materials online. |
| Targeted support  (PowerHour) | Encouraging students to attend after school revision | Rewards system required  Analysis last year suggested that a calendar of topical workshops would be received well amongst all Yr11 PP students.  Teachers have been asked to accompany students to PowerHour to ensure engagement with appropriate work. |
| Targeted support  (Tracking follow-up) | Ensuring time is available for the PP coordinator to run support sessions following each tracking round | Use of cover, during PM reg, PDC and lessons. |
| Targeted support  (Mentoring) | Ensuring mentoring sessions are ongoing and regular with a purposeful outcome | Mentors to report back to PP coordinator with brief feedback. |
| Targeted support  (Mentoring) | Ensuring mentors are appropriately trained to make the best use of the opportunities available to them | Continue and build on mentor training offered last year. |
| Wider strategies  (Improve attendance) | Improving attendance amidst COVID19 where some students are isolating | Continued focus on attendance by DoLs and school inclusion coordinator, taking into account the difficulties that COVID19 brings. |
| Wider strategies  (Improve parental contact) | Targeting parental involvement in PTCEs when these are not going ahead due to COVID19 | Ensuring that PP families are prioritised and issues identified early when considering alternatives to PTCEs (primarily phone conversations at present). |

## Review: Last year’s aims and outcomes (2019-20)

| **Target** | **Outcome** |
| --- | --- |
| Improve disadvantaged Progress 8 score to a positive value | **Not applicable**  Progress 8 was not calculated due to partial school closures in light of COVID19. CAGs were primarily used to award GCSE grades in 2020. |
| Improve disadvantaged Attainment 8 score to above 36.5 | **Achieved**  Attainment 8 for disadvantaged students following the use of CAGs was 40.0 and a marked increase on the previous year. The gap between disadvantaged and non-disadvantaged A8 was 9.4, down from 10.0 the previous year. |
| Improve disadvantaged percentage of Grade 5+ E&M to above 28% | **Achieved**  Percentage of disadvantaged students gaining Grade 5+ E&M following the use of CAGs increased to 28%. This is above the 2019 national average of 24% (like-for-like). |
| Improve disadvantaged attendance to above 92.2% | **Not achieved**  Attendance has only been calculated up to 20th March 2020 following the partial school closures in light of COVID19. At this point, disadvantaged attendance was at 87.3% (2018-19: 91.1%).  This figure is still likely to have been affected by some students isolating but termly attendance, even in Term 1 and Term 2, was at 89.6% and 87.1% respectively. |
| Reduce disadvantaged persistent absenteeism to below 22.8% | **Not achieved**  Up to 20th March 2020, disadvantaged persistent absenteeism was at 39.3% (2018-19: 32.7%). Pre-COVID19, up to the end of Term 2, the figure was still 35.2%. |