Pupil premium strategy statement 2023-24

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
School name	Larkmead School
Number of pupils in school	786 (in Years 7-11) [numbers based on October 2023]
Proportion (%) of pupil premium eligible pupils	19% (in Years 7-11) (7:22%, 8:17%, 9:25%, 10:18%, 11:15%)
Academic year/years that our current pupil premium strategy plan covers	2021-2024
Date this statement was published	December 2021 (published) October 2022 (review) January 2024
Date on which it will be reviewed	October 2024
Statement authorised by	Jonathan Dennett
Pupil premium leads	Ed Carlin and Sherkinah Lewis
Governor / Trustee lead	Amena Sutton

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,585 [figure from DfE]
Recovery premium funding allocation this academic year	£ 36,984 [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	£172,569

Part A: Pupil premium strategy plan

Statement of intent

The school's ethos of "one community, individual minds, creating futures" embodies our overarching intention for each and every one of our students. As "one community" we value each member of the Larkmead family and act to seek equity. "Individual minds" encourages personality, flair and diversity, enabling each student to be themselves. "Creating futures" means inspiring ambition and resilience, with a focus on careers education, progression and destinations for all students and for our disadvantaged students in particular.

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

The focus of our pupil premium strategy is to support our disadvantaged pupils in achieving this goal, across the prior attainment range. 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, whether they qualify for the pupil premium or not.

Quality First 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. This is built into our Learning Excellence Model that supports teachers and students.

We aim to ensure that all disadvantaged students attend school and will be successful learners, are provided with timely and accurate feedback on their learning and are 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 approaches are responsive to common challenges and individual needs, rooted in robust diagnostic assessment, rather than assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils progress and succeed. 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
- focus on our disadvantaged cohorts and individuals in our CPD and planning

Challenges

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

Challenge 1: GCSE Outcomes

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. Progress 8 figures should overcome this issue, having just been reintroduced after the disruption to examinations caused by Covid-19. Recent P8 figures for Larkmead School are:

Progress 8	2018	2019	2022	2023	2023 Nat Av
Disadvantaged	-0.60 (-0.20 minus two students)	-0.67 (-0.34 minus two students)	-0.96 (-0.69 minus two students)	-0.83 (-0.32 minus four students)	-0.57 (like-for-like)
Whole School	+0.06	-0.26	-0.38	-0.16	-0.03

The impact of outliers on overall results in highlighted above.

Whole school Progress 8 in 2022 showed that the disruption due to Covid had a significant impact on all of our students. As reported and recognised nationally, the pandemic saw the disadvantaged gap grow, with students that had sufficient support and resources to work from home doing so and those that didn't falling further behind. Despite consistent efforts to encourage disadvantaged students to work in school, this was not always achieved.

The disadvantaged gap clearly increased since 2019 but is being tackled.

The percentage of PP students gaining 9-4 in both English and Mathematics increased prior to CAGs and TAGs but dropped in 2022. Although this percentage figure will depend on prior attainment, it remains a key focus for improvement for each cohort in order to maximise our disadvantage students' future life chances.

9-4 English & Maths	2018	2019	2020	2021	2022	2023	2019 Nat Av
Disadvantaged	42%	50%	69%	58%	46%	42%	43% (like-for-like)

Challenge 2: Attendance

Attendance whole-school has not yet returned to levels seen in 2019, following the disruption due to Covid-19. PP attendance of Years 7-10* last year (2022-23) was 80.9% compared to 89.1% whole school, with similar differences seen in each separate year group.

*Year 11 have been omitted from this analysis to avoid discrepancies caused by exam study leave

Persistent absenteeism for PP was 52% compared to whole school at 28%.

All data, whether assessment, observation or discussion, shows that absenteeism negatively affects the outcomes students and, therefore, this is widening our disadvantaged gap.

	2021	2022	2023
Year 7-10 attendance	93%	90%	89%
Disadvantaged attendance	85%	81%	81%
Years 7-10 persistent absenteeism	20%	32%	28%
Disadvantaged persistent absenteeism	44%	59%	52%

Challenge 3: Literacy

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.

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.

Challenge 4: Remote (independent) learning

Prior to 2022 GCSE results, our assessments, observations and discussions with pupils and families suggested that the education and wellbeing of many of our disadvantaged pupils had been impacted by partial school closures to a greater extent than for other pupils. These observations were backed up by several national studies and further supported by the 2022 and 2023 GCSE results and Progress 8 data.

This is, in some cases, impacted by issues 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 and from other sources. However, it clearly emphasised an ongoing technological disadvantage issue that we are keen to continue to explore and address.

Moving forwards, we have identified that some students have significant knowledge gaps which could result in them falling further behind targets based on prior attainment.

Challenge 5: Homework

Data prior to December 2021 shows the percentage of PP students with more than one poor Attitude to Learning 2 (AtL2) score (homework concern) is higher than equivalent percentages for non-PP students, especially in Years 8-10.

Through highlighting the issue, work with students and staff training this difference is now reducing. Research clearly shows the importance of support and encouragement working outside of lessons and the impact that this has on progress and attainment.

Challenge 6: Engagement and Aspiration

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, with options choices and destinations beyond KS4.

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.

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
A: Improved attainment among disadvantaged pupils across the curriculum at the end of Key Stage 4.	2022/23 and 2023/24 KS4 outcomes demonstrate that disadvantaged pupils achieve a Progress 8 score of above -0.25, aiming for a positive overall score.
B: Improved attendance for all pupils, particularly our disadvantaged pupils.	Using pre-Covid-19 National Averages as targets, sustained high attendance from 2023/24 demonstrated by improvements towards: • the overall absence rate for all pupils towards being no more than 5% • the absence rate for disadvantaged pupils towards 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%
C: Improved literacy amongst PP students.	Improved literacy from 2023/24 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.
D: Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations indicate disadvantaged pupils are more able to monitor and regulate their own learning, through the use of after school provision to supplement/replace home learning where appropriate. Attitude to Learning 2 (AtL2 – work outside of class) data will support this finding when comparing PP and non-PP data in each year group.
E: Improved engagement in opportunities outside of the classroom and aspiration amongst disadvantaged students.	Improved engagement in enrichment opportunities outside the classroom in 2022/23 and in 2023/24, 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 and the additional, prioritised careers provision for disadvantaged students.

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

[Source 6] Pupil Premium Menu: EFF Evidence Brief

Total budgeted cost: £189,000

1 Teaching
(e.g. CPD, recruitment and retention)

Budgeted cost: £ 64,000

Quality First Teaching

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence-informed CPD for teachers and support staff and resources from The National College. *[Continued from Year 1, 2]*	We continue to embed the ethos of a whole school responsibility (and accountability) for the success of PP Students. [Source 3] states that *"more successful schools use data to identify pupils' learning needs during regular reviews of progress"* [Source 5] states that *"An emphasis on 'tilting' the work of the school toward DA pupils is needed in order for them to catch up"* and *"Staff must know their disadvantaged pupils and provide for them as part of quality first teaching"*	1, 2, 3, 4, 5, 6

Focus on metacognition

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maintaining a CPD focus on developing metacognition and the quality of teacher modelling and exposition. *[Continued from Year 1, 2]*	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. [Source 1] states that *"The evidence indicates that explicitly teaching strategies to help plan, monitor and evaluate specific aspects of their learning can be effective."*	1, 5

PowerHour

Activity	Evidence that supports this approach	Challenge number(s) addressed

Continuing to develop Yr7-11 PowerHour (after school revision and homework club 3 times a week) to offer support and mentoring to all students, with targeted invites in KS4. The school provides "late bus" transport for all students, enabling PP students to engage with Power Hour and other extra-curricular activities. *[Continued and extended from Year 1, 2]*	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. 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. In addition, PowerHour will start with a 15-minute focussed session of core revision before students are either able to do their own work or continue under direct supervision of a subject specialist. [Source 1] states that *"the impact of homework on learning is consistently positive (leading to five months additional progress)"* and *"evidence suggests that disadvantaged pupils benefit disproportionately from extending school time"*	1, 5

ICT Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in software and hardware to monitor and support students with out-of-class learning and conducting regular audits to ensure ICT access is monitored and maintained for all students. *[Continued from Year 1, 2]*	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. We have now invested in increased capacity to both support students who do not have access to IT at home and to monitor and enhance its regular use. [Source 1] states that *"the impact of homework on learning is consistently positive (leading to five months additional progress)"*	1, 5

Literacy strategy

Activity	Evidence that supports this approach	Challenge number(s) addressed
Promoting and supporting (through appropriate CPD) the literacy strategy, including the use of PiXL Unlock and the reading strategy in lessons. *[Continued from Year 1, 2]*	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 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)) Further developing the culture of reading is a school improvement priority. Much work has been put in place to further the scope of the literacy strategy with whole-staff CPD from experts in the Vale Academy Trust, training for staff in school and regular promotion through the school CPD programme.	1, 3

Recruitment and Retention

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring the recruitment and retention of the highest quality of staff through R&Rs and/or additional TLRs. *[New in Year 3]*	Recruitment and retention of staff is increasingly difficult, with government data and news reports evidencing the perceived decrease in applications for all jobs advertised. Recruitment and retention allowances and TLRs, introduced to further support the work being done in school, are used to attract and retain the best teachers. [Source 1] states *"Schools can motivate teachers to enter the profession by ensuring that careers in teaching are attractive, sustainable and rewarding."*	1, 2, 3, 4, 5, 6

2 Targeted academic support (e.g. tutoring, one-to-one support)

Budgeted cost: £ 45,000

Year 11 Mentoring

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continuing to develop the Yr11 mentoring programme for identified students (coordinated by PI) *[Continued and extended from Year 1, 2]*	Mentoring has been used successfully with some Year 11 students so, while this is recognised to be a time-intensive intervention, work has been done to focus support on the areas where it will be most effective and have the most impact. In particular, it is recognised that some students need help with organisation, whereas others need time to discuss their attitudes to school and address their motivation to succeed with an adult they trust. [Source 1] states that *"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"*	1, 2, 4, 5, 6

Other PP Support

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring Year 9-10 PP Support (Li) *[Continued from Year 1, 2]*	Using Year 9 and Year 10 students for student voice activities and visibly responding to their needs has been used to gain useful feedback on all areas of school life whilst also raising the status of students who may otherwise feel unheard and unable to make sufficient progress. [Source 1] states that *"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"*	4, 5, 6

Year 11 Extra Core Classes

Activity	Evidence that supports this approach	Challenge number(s) addressed

| Timetabling Year 11 extra core classes

[Continued from Year 1, 2 but focussed solely on Maths for one year] | 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.

This year, staffing and timetabling considerations have meant we have only increased the number of classes for Year 10 Maths, where the Higher and Foundation split would otherwise have meant disadvantaged pupils not being able to be best supported to make the most progress.

[Source 1] goes on to state that *"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"* and *"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"*, both of which are applicable in these circumstances. | 1 |

NTP-Funded Intervention

Activity	Evidence that supports this approach	Challenge number(s) addressed
Investing in bespoke intervention to aid Maths and English post-Covid catch-up. *[Continued from Year 2]*	Money and advice from the National Tutoring Project has been used to ensure students in Year 11 are able to have intervention focussed on identified area of need. Although not uniquely focussed on PP students, those identified as disadvantaged will get priority when identifying students. Work will be planned with the staff from school to ensure appropriateness and effectiveness. Money from the pupil Premium budget will be used alongside NTP funding. NTP guidance lists best practice for tutoring with respect to group sizes, use of external agencies and ensuring adequate communication between teaching staff involved and this has been carefully adhered to.	1, 3, 4, 5

Revision Guides

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting independent work through the purchase of revision guides. *[New in Year 3]*	Simply supplying revision guides for disadvantaged learners will not incentivise, teach or support independent learning by itself. However, as part of a project built around encouraging, training and rewarding students, progress will be seen for a relatively small cost outlay. In addition, students will not be disadvantaged when compared to their peers when revision guides are offered for purchasing. In a recent webinar (The National College), Wendy Adeniji explains how this simple strategy led to improved progress of disadvantaged students in many schools she has inspected.	1, 5, 6

Teaching Assistants

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring suitable teaching assistant provision across the school to enhance student progress. *[New in Year 3]*	Larkmead SEND department is well managed and the staff are trained to carry out their duties well. Using funding to increase the provision of Teaching Assistants in classes allows for Teaching Assistants to be deployed to classes and students identified and support increased progress by the students. [Source 2] states that *"Where the teaching assistants who were employed using Pupil Premium funding were most effective in helping to improve pupils' achievement, schools had trained their teaching assistants well to fulfil this role, and placed the teaching assistants where data indicated that they were most needed to help pupils to catch up,"*	1, 3

3 Wider strategies
(e.g. related to attendance, behaviour, wellbeing)

Budgeted cost: £ 96,000

Free School Meals Subsidy

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensuring all students entitled to Free School Meals can purchase appropriate food from school. *[Continued from Year 1, 2]*	The government FSM provision is £2.53 per child per day. This is subsidised so that all students entitled to Free School Meals have £3.60 to spend on their account every day. Impact on Urban Health reports that *"…families living in poorer areas are more likely to be flooded with unhealthy food options, and experience worse physical and mental health as a result. For many children and young people, free school meals are their main source of hot, nutritious food. Healthy, free meals at school help enable all children to have the same opportunities to learn and thrive, no matter where they grow up."*	1, 2, 3, 6

Three-year Key Stage 3

Activity	Evidence that supports this approach	Challenge number(s) addressed
Switching to a three-year KS3 (and two-year KS4). *[Continued from Year 2]*	This change has been made to provide all students with a broad and balanced education in their first three years at Larkmead. This ensures further engagement with the Arts subjects which are proven to have an impact on all students and filling a potential gap for disadvantaged students. This will nurture confidence and cultural capital for all, again with a particular impact on our PP cohort. [Source 1] states that *"Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum."*	1, 2, 3, 4, 6

Improved Attendance

Activity	Evidence that supports this approach	Challenge number(s) addressed

Restructure of SLT to create specific role to champion attendance, behaviour and pastoral culture, supported by engagement with Local Authority, appointment of HSLW and increased staff/parent engagement from tutor team upwards. Improving attendance and target persistent absenteeism through early identification and action, parental contact, home visits and attendance workshops. *[Continued from Year 1, 2]*	This role will continue to be used to target attendance concerns, especially following the disruption caused by Covid-19. [Source 3] states that *"more successful schools set up rapid response systems to address poor attendance"*	2

KS3 Extra Opportunities

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing the opportunities for KS3 disadvantaged students to engage in activities in school time but outside of the normal curriculum. *[Continued from Year 2]*	Workshops focussing on involvement with the school garden, cycle maintenance and a local stable has been used effectively in the past for some learners in the school. This has been extended and offered to more students, with PP students prioritised for intervention. As well as benefits directly related to the activity, this will give the students taking part the chance to talk openly and receive small group support about other aspects of their life, improving their motivation, self-confidence and feeling of inclusion. [Source 1] states that *"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"*	2, 6

Parental Contact

Activity	Evidence that supports this approach	Challenge number(s) addressed

| Improving parental contact with PP students, focussing in particular on PTCEs in the first instance.

[Continued from Year 1, 2] | 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.

[Source 1] states that *"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."* It goes on to give key elements including, *"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."* | 2, 4, 5, 6 |

Extra-Curricular Activities and Trips

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing the opportunities and encouragement for disadvantaged students to engage in all year and subject enrichment activities. Late bus provision enables PP students to engage in after school activities. *[Continued from Year 1, 2]*	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. This now needs to be extended to offer more encouragement and support for disadvantaged students getting involved in all enrichment activities. [Source 1] states that *"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"* [Source 1] states that *"the impact of arts participation and sports participation on academic learning appears to be positive but low."* Wider benefits include *"improved attitudes to learning, well-being, health and social benefits"*	6

Careers Provision

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustain the recognised strengths of our award-winning careers advice and work experience (100% Gatsby benchmark) and our additional support for disadvantaged students. *[Continued from Year 1, 2]*	Student Voice with Year 9 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. [Source 5] states that *"Building high aspirations, including inspirational careers advice and guidance, are key"*	2, 6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

A: Improved attainment among disadvantaged pupils across the curriculum at the end of KS4.

Data regarding Progress 8 in the two examined years following Covid show that students at Larkmead were clearly adversely affected by the lockdown and loss of teacher directed learning; furthermore, this was not adequately addressed in the time available on their return to school. The disadvantaged gap, calculated by the difference in P8 scores, grew in 2022. However, the disadvantaged gap is now decreasing as strategies are being successfully embedded across the school.

Progress 8	2018	2019	2022	2023	2023 Nat Av
Disadvantaged	-0.60 (-0.20 minus two students)	-0.67 (-0.34 minus two students)	-0.96 (-0.69 minus two students)	-0.83 (-0.32 minus four students)	-0.57 (like-for-like)
Whole School	+0.06	-0.26	-0.38	-0.16	-0.03

2023 Results	Pupil Premium	Pupil Premium (with four students removed)	2023 National Average (like-for-like)
English and Maths 9-4	42%	50%	43%
English and Maths 9-5	33%	40%	25%
Attainment 8	34.6	39.3	34.9
Progress 8	-0.83	-0.32	-0.57

In 2023, PP attainment was in line with National Averages, and significantly above National Averages after removing four students[1]. The strategy is clearly working and, although this comparison remains against "like-for-like" rather than against the non-PP cohort that is used aspirationally, it is pleasing to see that the significant amount of work being invested is now having the intended effect.

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[1] The four students removed had a very different education package than most students. Two were non-attenders to school despite work from many agencies and staff in school. Two had significant behaviour difficulties but the school chose not to permanently exclude for fear of the effect on both students further life chances.

Staff CPD will continue to be used effectively, with after-school Teaching and Learning sessions promoting work within School Improvement Groups (SIGs) focussed on disadvantaged students (both SEND and PP). Further intervention will support all staff, detailing strategies that work for the students that require particular focus in order to achieve their full potential, including those identified as disadvantaged.

Attendance and focus at PowerHour has increased significantly, with students present engaging positively with the purposeful working atmosphere it offers. PowerUp – a 15-minute, core-focussed intervention for all students at the start of each PowerHour session – has been used effectively and work on this is ongoing. We are continuing to ensure that students identified as having the most to gain from PowerHour, including those eligible for the Pupil Premium, are targeted and continually monitored through the KickStart program, with exciting developments planned to extend this strategy to further promote Year 11's attendance to school and positive attitude in lessons.

The strategy of not using Heads of Faculty in English, Mathematics and Science as form tutors, which allowed them to be available to run small group intervention on Wednesday Period 5 has been stopped as it was not seen to improve outcomes or confidence of the students to a cost-effective degree. Moreso, there was evidence to suggest that some students attending were less likely to revise independently, feeling that this intervention session "would do". The increased benefit of having three experienced members of staff back on to year group tutor teams is also demonstrable.

NTP funding was spent on school-based mentoring in year 1, but it was found difficult to ensure the necessary number of staff to make this effective, as well as ensuring the students that needed it most attended. For the last two years, a bespoke tutoring package of English and Maths has been created in conjunction with Larkmead staff and Regents Camps and delivered successfully by the external provider. Attendance by all students has been high, promoted by the company's innovative use of some of the funding, and feedback from the students attending has been very positive. The courses run in the holidays so other subjects do not suffer and Attainment 8 scores for each student are not adversely affected. It is expected to continue this provision for either Year 11 or Year 10 this year while NTP funding is still available.

B: Improved attendance for all pupils, particularly our disadvantaged pupils.

Weekly whole school attendance is improving but remains slightly below that being recorded nationally, and is clearly below that targeted in this strategy, both at a whole-school level and amongst the disadvantaged students.

	2021-22 (Year 7-10)	2022-23 (Year 7-10)	2023-24 (Term 1-2)	Target	FFT Nat Av (2023-24 Term 1-2)
Absence	10.4%	10.9%	9.8%	below 5%	8.7%
PP absence	18.5%	19.1%	17%	below 8%	13.9%
Persistent Absenteeism	34%	28%	30%	below 14%	26%
PP Persistent Absenteeism	59%	52%	46%	below 25%	Data not available

Work continues through the Directors of Learning and School Inclusion Coordinator to target those students who are persistent absentees (with attendance below 90%).

A newly appointed Assistant Head Teacher with oversight of attendance has seen the introduction of better tracking and faster reaction to attendance concerns as well as greater communication with families on both the importance of good attendance and current levels of absence when appropriate. This has already had an impact on attendance figures over the academic year.

The new school software, epraise, is being used to reward those students with good attendance but this is calculated on a weekly basis so that students whose attendance is improving are not disadvantaged or discouraged.

C: Improved literacy amongst PP students.

Whole-school CPD has facilitated the re-conception of the Larkmead literacy strategy, enabling the school to better work towards the intended outcomes listed earlier.

This, coupled with the use of pre-read, read and re-read, and the regular use of standardised reading score, as listed on all annotated seating plans, will ensure students are better able to access the curriculum and understand context of all written material.

There remains a greater proportional of disadvantaged students who enter the school with reading levels in both the "on-watch" and "intervention" categories but these students are identified early and appropriate intervention from a range of options is successfully implemented.

D: Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.

Faster reaction to poor Attitude to Learning 2 scores (learning outside the classroom) given on student tracking and the introduction of a KS3 homework club has ensured that students for whom homework is either difficult or onerous to complete are far better catered for.

In addition, laptops are now available for loan to any student who requires one and, following the introduction of new software, the use of these can be better monitored both from a safeguarding perspective and to ensure they are being deployed and used effectively.

Further monitoring of AtL2 scores and a successful test implementation of a homework report card with Year 8, being expanded to the other year groups, should see the desired improvement as listed in the intended outcomes.

E: Improved engagement in opportunities outside of the classroom and aspiration amongst disadvantaged students.

Opportunities outside the classroom were obviously seriously affected by Covid-19 but it is pleasing to see that this is no longer the case. With almost 50 extra-curriculum clubs and societies on offer each term, Larkmead students have a huge number of opportunities to choose from if motivated to do so. Work is now ongoing to make it easier to sign up to these opportunities, through epraise, and to encourage participation by those students that would otherwise not get involved. The Larkmead late bus encourages participation.

Two PGL trips took place in 2022-23 and one is planned for Year 7 in 2023-23. Involvement by disadvantaged students, some of whom received subsidised places, was as follows.

PGL Participation	Percentage involvement (non-PP)	Percentage involvement (PP)
Year 7 in 2022-23	78% (80 out of 103)	58% (15 out of 26)
Year 8 in 2022-23 [2]	86% (98 out of 114)	69% (11 out of 16)
Year 7 in 2023-24	83% (116 out of 139)	59% (22 out of 37)

In addition, uniform funding and better advertising and awareness of nearly-new sales has ensured that families for which the cost of uniform and PE kit is a barrier to attending and learning are being better supported by the school and school community.

Fully stocked pencil cases, included a top of the range scientific calculator suitable for use at GCSE, continue to be given to all students eligible for the Pupil Premium when they join the school, whether in Year 7 or as a transfer later on. This enables all students to be ready to access the learning in lessons and at home as well as offering an incentive to ensure that all disadvantaged students are identified and supported at Larkmead School.

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[2] Year 8 attended the PGL trip in 2022-23 after having missed out on the opportunity during Covid.