Pupil premium strategy statement

This statement details our school's use of pupil premium funding 2024 - 2025 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 (2024-2025) 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	1349
Proportion (%) of pupil premium eligible pupils	46.1%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2025
Date this statement was reviewed	November 2025
Date on which it will next be reviewed	November 2026
Statement authorised by	Lucy Omidiran/Jo Bell
Pupil premium lead	Nicola Goodwill
Governor / Trustee lead	Maggie Beech

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£629,622
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	£629,622

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.

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
1	**Outcomes at Key Stage 4** Whilst progress for disadvantaged students improved in 2023 – 2024 and outcomes remain close to national average for this cohort, our disadvantaged students still do not make as much progress as their non disadvantaged peers.
2	**Lower literacy and numeracy skills upon entry** A higher proportion of students begin Lawnswood with lower reading ages. In Year 7 in September 2024, 32.5% of non-disadvantaged students had a

	reading age below their chronological age whereas 47.9% of disadvantaged students had a reading age below their chronological age. Year 7 2025-2026 have the biggest proportion of PP students per cohort, with 52.8% disadvantaged and the highest proportion of SEND at 16.4%. Across every baseline measure on entry, Year 7 disadvantaged students are consistently below their non-disadvantaged peers, but, this year, the gap is wider and there are more disadvantaged students. For example, in Year 7, disadvantaged students are almost a year behind their non disadvantaged peers' reading ages.
3	**Absence and Punctuality** Low attendance, persistent absenteeism and poor punctuality affects disadvantaged students' outcomes disproportionately. Disadvantaged students historically do not attend as much as their non-disadvantaged peers at Lawnswood. For the Year 2023/24 Lawnswood attendance was 84.8% for disadvantaged students, compared to the national average of 85.4%. This compares to non-disadvantaged students' attendance of 92.8%. In 2024-2025, our attendance for disadvantaged students was 85.8%, showing a small improvement, although it is below the national average for disadvantaged students.
4	**Participation in extra-curricular activities** Historically, disadvantaged students participated in fewer extra curricular external trips and visits; however, with a sustained focus on this post covid, we are seeing an impact from our wider 'community' strategy: in 2023-24, 70.4% of disadvantaged students took part in a school trip/visit compared to 64.9% of their non-disadvantaged peers. In 2024-2025, significantly more non disadvantaged students attended *within school* enrichment clubs than disadvantaged students, however, we are also seeing a significant improvement in 2025-2026 so far, with the appointment of an Extended Senior Leader as the strategic lead for Community, mid way through last year. In HT1 of this academic year, 44% of disadvantaged students attended an enrichment or community event, compared to 57% of non disadvantaged peers. These figures will obviously change throughout the year, however, it is promising.
5	**Destinations** Disadvantaged students are less likely to access further and then higher education. In 2024-2025, 91% of disadvantaged students entered education, employment or training compared to 97% of their non disadvantaged peers.
6	**Behaviour and attitudes** Our disadvantaged students are more likely to be suspended than their non-disadvantaged peers. In 2023-24, 28 % of disadvantaged students had one or more suspensions compared to 11.2% of their non-disadvantaged peers. This has improved in 2024-25, with a reduction in the overall number of suspensions for disadvantaged students and a reduction in the number of

	disadvantaged students with one or more suspensions; however, at 22.7%, this still places them above the national average for disadvantaged students.
7	**Parental engagement** Over time, whilst there have been increases in attendance to parents' evening and engagement events, this seems to be cohort dependent on a particular year. The overall pattern remains the same; on average, across all year groups, in 2024-25 the gap in attendance was -18.72%. Of particular concern is the drop in parental engagement so far in our current Year 7 cohort, who are also the largest disadvantaged cohort in the school, with only 53.8% of parents attending Year 7 Setting in Evening, compared to 71.25% of parents of disadvantaged students last year.

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 for disadvantaged students at Key Stage 4.	Disadvantaged students have an A8 score in line with their non disadvantaged peers. Percentage of disadvantaged students who achieve a good or better pass in the basics is in line with that of their non-disadvantaged peers.
Literacy and numeracy skills of Disadvantaged students improve rapidly.	NFER/GL reading age and progress test data shows that disadvantaged students have made at least 12 months progress and that their progress is in line with the progress of their disadvantaged peers.
Poor behaviour is rare and is not barrier to progress for Pupil Premium students.	Reduce the number of suspensions for disadvantaged students and ensure that suspension figures are in line with those of their non-disadvantaged peers.
Reduced absence rate and improved punctuality for disadvantaged students.	Punctuality for the disadvantaged cohort improves and is in line with their non-disadvantaged peers. Absence for the disadvantaged cohort reduces and is in line with their non-disadvantaged peers.
Parents and carers of Pupil Premium students play an 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.	Zero gap between the percentage of students from PP and NPP backgrounds that access the extra-curricular offer.

Pupil Premium students are more likely to continue with Post-16 education.	Zero NEET figure for PP students.

Activity in this academic year

This details how we intend to spend our pupil **premium this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 160,856.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L strategies to improve outcomes for students through a whole school focus around developing oracy.	EEF Teaching and Learning Toolkit: Oral language interventions +6 months progress Oracy Across the Curriculum: Voice 21	1,2,5
T&L strategies to improve outcomes for persistently absent students, including how the class teacher uses absence data to inform planning and feedback to students.	EEF Teaching and Learning Toolkit: Feedback + 6 months progress. EEF Toolkit evidence base behind 'High Quality Teaching'. EEF Guidance Report: 'Working with Parents to Support Students Learning' + 4 months EEF toolkit	1,2,5
T& L strategies focused on embedding routines and consistency, e.g. Do Now starters, Meet/Greet and End and Send alongside the promotion of the common narrative.	EEF Toolkit evidence base behind 'High Quality Teaching'.	1,2,5
Training for and salary of two SEMH HLTAs to support teaching and learning in The Link (on site alternative provision).	EEF Guidance Report: 'Social and Emotional Learning' EEF Guidance Report: 'Improving Behaviour in Schools' EEF Toolkit evidence base behind 'High Quality Teaching'	1,2,3,5,6
Head of On-Site Alternative Provision	EEF Guidance Report: 'Social and Emotional Learning'	1,2,3,5,6

	EEF Guidance Report: 'Improving Behaviour in Schools' EEF Toolkit evidence base behind 'High Quality Teaching'	
CPD for SEMH Link teaching colleagues - coaching from wider SEND and Inclusion team.	EEF Guidance Report: 'Putting Evidence to Work' - Professional Development	1,2,3,5,6
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).	1,2,5
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).	1,2,5
RSC (Royal Shakespeare Company) Associate Schools Programme - CPD for staff and opportunities for students to receive training from the RSC and Bradford Theatres	EEF Teaching and Learning Toolkit: Arts Intervention +3 months progress Oracy across the curriculum: Voice 21 RSC Associate Schools Impact Report 2024-25	1,2,4,5
CPD PSHE curriculum delivery time based on outcomes of PSHE review 21-22	EEF Guidance Report: 'Putting Evidence to Work' - Professional Development	3,5,6

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

Budgeted cost: £119,141.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Tutor - online tuition partner and bespoke tutoring	EEF Teaching and Learning Toolkit - Tuition: small group tuition +5 months progress	4,5

packages for 20 PP students in Y11 (core subjects)		
EEF Trial: Action Maths tutoring for KS4 and Y7 students	EEF Teaching and Learning Toolkit - Tuition: small group tuition +5 months progress	1,2
Ed Class - online teaching and learning platform for bespoke provision	DfE accredited provider of online education	1,3,6
HLTA SEMH - SLCN and anxiety (The Hub)	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	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 EEF Teaching and Learning Toolkit: Reading Comprehension +7 months progress	2
Paired Reading programme	EEF Teaching and Learning Toolkit 5+ months progress	2
Phonics Recovery programme	EEF independent evaluation of Fresh Start Phonics +5 months/approved DfE provider of synthetic phonics	2
Peripatetic music lessons	EEF Teaching and Learning Toolkit: Arts Intervention +3 months progress DfE currently mid pilot study of the impact of musical instrument lessons on outcomes for disadvantaged students and SEND	1,4,6
The Link Provision at KS3 and KS4: bespoke onsite alternative provision that blends therapeutic interventions and wrap around care for children	EEF Guidance Report: Social and Emotional Learning in Primary Schools EEF Teaching and Learning Toolkit: Small Group Tuition + 4 months progress	1,2, 4

with high SEMH needs with a quality curriculum offer that is personal to each student's needs.	Behaviour Interventions + 3 months progress Social and Emotional Learning + 3 months progress Trauma informed practice: https://touchbase.org.uk/ https://www.bdperry.com/research	
Off site Alternative Provision: bespoke and blended provision offers for key students (sometimes combined with on site alternative provision)	EEF Guidance Report: Social and Emotional Learning in Primary Schools EEF Teaching and Learning Toolkit: Small Group Tuition + 4 months progress Behaviour Interventions + 3 months progress Social and Emotional Learning + 3 months progress	1,3,5,6

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

Budgeted cost: *£ 349,550.00*

Activity	Evidence that supports this approach	Challenge number(s) addressed
See School Improvement Plan - strategies for improving absence rates and reducing 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
Home Visit Officer	EEF Guidance Report: 'Working with Parents to Support Students Learning' + 4 months EEF toolkit	4,6

Child and Family Practitioner	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
Commissioned Youth Worker	EEF Guidance Report: 'Improving Behaviour in Schools' + 4 months SEAL + 4 months Behaviour Interventions	
Full time commissioned Family Support Worker	EEF Guidance Report: 'Working with Parents to Support Students Learning' +4 months EEF toolkit	
Guidance and Support Team Meetings	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 and Magic Breakfast	Evaluation of Breakfast Clubs in High School (gov.uk evaluation 2019)	4,5
AQA Unlocking Potential: Dame Kelly Holmes Programme	Currently under longitudinal study as part of their 10 year strategic plan: Powering Potential, Shaping Futures	1,4,5,6
Duke of Edinburgh Award led by Associate AHT Community	Duke of Edinburgh Impact report: Our impact - The Duke of Edinburgh's Award Highlights impact on social well being, belonging and 'social value' for young people.	3,4,5,6
Family engagement events: Retrieval Practice Evening – Y11 Core Subjects	EEF Guidance Report: 'Working with Parents to Support Students Learning' +4 months EEF toolkit	4,6

Family Maths Sessions MFL support for parents Lawnfest/Culture Day		
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
Associate Assistant Headteacher Community to lead on parental engagement, enrichment activities and trips and visits with a focus to ensure higher engagement from disadvantaged students.	EEF Guidance Report: 'Working with Parents to Support Students Learning' +4 months EEF toolkit	3,4,5,6,7,

Total budgeted cost: £629497

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the **2024-2025** academic year.

As there is no P8 measure for this year, we can compare performance in A8 to evaluate outcomes for disadvantaged students this year, alongside a number of other measures.

Over the three year period, from 2022 – 2025, outcomes for disadvantaged students have remained broadly similar and close to the national average: -18.31, -16.31 and –20.31. When we compare against aspirational CATS estimates, we can see that whilst the APS gap has widened slightly this year, there is no difference between these CATS estimates vs outcomes from 2022 – 2025. The cohort last year had lower starting points, so although the APS is lower this year, it is in line with progress for the previous years.

Furthermore, we also know that our disadvantaged students' outcomes are higher if they are with us from the start of Year 7 (34.3 in 2024/25 final outcomes) compared with students who start later during Secondary school (28.9 if they started after Y8 in 2024/25 outcomes). This is regardless of their possible starting point; this indicates that a full five years at Lawnswood has a significant impact on attainment for disadvantaged students.

Our EAL/PP students consistently do better than their non-EAL disadvantaged peers; they have an average points score of 35.27 compared to 27.98. Whilst this is still lower than their non-disadvantaged peers, some EAL students study one fewer GCSE to allow for English language intervention and pre teaching. Historically, under P8, this group have achieved a positive residual (in 2022, +0.06 and 2023, +0.19). With this in mind, we are confident that the robust EAL intervention we offer, adds value; this does highlight, however, the extent of the gap between our EAL disadvantaged students and our non EAL disadvantaged students.

Our female disadvantaged students perform better than their male disadvantaged peers but the biggest co existing vulnerability is SEND, where the APS is significantly lower; however, given some students with SEND have a bespoke curriculum offer, using A8, does not create a full picture of their progress. However, in spite of this, we know that some of our disadvantaged SEND students did not make expected progress and as such, we have taken steps to address this.

A crucial factor, however, in determining progress for disadvantaged students remains attendance and absence rates. Irrespective of any co-existing vulnerabilities, disadvantaged students with good or better attendance achieved an APS of 41.23, with a gap of –9.49, compared to –20.26 for all disadvantaged students. When we look at outcomes against CATS estimates, disadvantaged students whose attendance was good or better had an average gap of –3.47 compared to non disadvantaged peers with similar attendance.

Summary

Although some measures indicate broad stability in outcomes for disadvantaged student and our disadvantaged students achieve broadly in line with the national average, a persistent gap remains; as such, we have undertaken additional scrutiny of our wider strategy this year, across the three tiers.

What's working?

High quality teaching and learning using evidence informed approaches

We know that our overall quality of teaching and learning for disadvantaged students is good: when they attend, they consistently achieve in line with their peers or better. P8 data from 2022-2023 and 2023-2024 indicates that with good or better attendance, disadvantaged students achieve up to half a grade more than their expected progress. This tells us that our broad approach, utilising a significant portion of our PP funding to support evidence informed professional development, alongside supportive targeted interventions and attendance based wider strategies does work.

Reading strategy

We know that our reading strategy is effective for disadvantaged students, in that the overall % of disadvantaged students below their chronological age by Year 10, reduces on average from 45% to 30%. In current Y10, for example, 70% of PP students are *above* their chronological age. We have identified, however, that for students who join after Year 7, their progress is more limited. Despite screening on entry for all students who join late, we have noticed there is a gap in our provision for *KS4 catch up*, with phonics provision currently ending at Y9; as such, this is something we will address and look at how we create the capacity for a KS4 reading catch up programme. Our whole school focus on oracy will also support this.

Wider strategies to reduce absence and improve attendance

Although our persistent absence is higher than the national average for disadvantaged students, we are seeing a gradual improvement, despite this 'relative decline' against the national trend last year. Our PA for disadvantaged students in 2024-2025, at 40%, is an improvement of 6.6% since 2022-23. Compared to pre-Covid, when our PA was lower at 32% we now have 100 more students in our disadvantaged cohort. When we also look at attendance for disadvantaged students, it is also the best it has been over a three period, at 85.5% in 2024-25.

We have also improved our suspension rates for disadvantaged students, with a reduction of 9% compared to 2023-2024; whilst they remain too high, when we consider the reduction in absence, improvement in attendance and this together, it does suggest that we are beginning to see a positive impact in the long term adoption of our wider strategies.

Unintended consequences

We noticed this year that in our desire to provide wide ranging intervention and support for our students that sometimes this resulted in interventions taking place during lesson time and some students were also developing an over reliance on our pastoral teams; as such, we have worked hard with students and staff to adopt a 'learning comes first' mantra in school to build resilience in students and ensure that they only accessing pastoral support at appropriate times, ensuring interventions are scheduled strategically.

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
Unifrog	Unifrog
Online learning platform	Academy 21
Sparx Maths	Sparx
Ed Class	Ed Class

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