

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding 2023-2024 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	1396
Proportion (%) of pupil premium eligible pupils	41.19%
Academic year/years that our current pupil premium strategy plan covers	2024-2027
Date this statement was published	December 2024
Date this statement was reviewed	
Date on which it will next be reviewed	November 2025
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	£629,666
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£629,666

# 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	<b>Outcomes at Key Stage 4</b> Whilst progress for disadvantaged students at Lawnwood is improving, they still do not make as much progress as their non disadvantaged peers or all students nationally.
2	<b>Lower literacy and numeracy skills upon entry</b> 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

	<p>reading age below their chronological age whereas 47.9% of disadvantaged students had a reading age below their chronological age.</p> <p>The same disadvantaged cohort had an average KS2 reading scaled score of 103.5 and a maths scaled score of 101.5 compared to 105.4 and 105.1 respectively for their non disadvantaged peers.</p>
3	<p><b>Attendance and Punctuality</b></p> <p>Low attendance, persistent absenteeism and poor punctuality affects disadvantaged students' outcomes disproportionately. Disadvantaged students attend in line with their non-disadvantaged peers nationally, but do not attend as much as their non-disadvantaged peers at Lawnswood. For the Year 2023/24 Lawnswood attendance was 85.5% for disadvantaged students, compared to the national average of 85.4%. This compares to non-disadvantaged students' attendance of 92.8%.</p>
4	<p><b>Participation in extra-curricular activities</b></p> <p>Although participation in extra-curricular activities and trips and visits has increased for all students at Lawnswood in the last few years, disadvantaged students do not participate at the same rate as their non-disadvantaged peers. In 2023-24 70.4% of disadvantaged students took part in a school trip/visit compared to 64.9% of their non-disadvantaged peers.</p> <p>The most recent extra-curricular lunch census showed that 38.4% of disadvantaged students accessed at least one club/activity compared to 61.5% of their non-disadvantaged peers.</p>
5	<p><b>Destinations</b></p> <p>Disadvantaged students are less likely to access further and then higher education.</p>
6	<p><b>Behaviour and attitudes</b></p> <p>Our disadvantaged students are more likely to be suspended than their non-disadvantaged peers. In 2023-24 32.5% of disadvantaged students were suspended compared to 15.4% of their non-disadvantaged peers.</p>
7	<p><b>Parental engagement</b></p> <p>In 2023-24 attendance for parents of PP students at parents evening was 48% of the PP cohort on average. It was 69% for NPP.</p> <p>However, the Year 7 cohort did not have a gap at their parents evening with 68% attendance from the PP cohort.</p> <p>In 2023-24, only 18% of respondents to the parent survey had a child in receipt of FSM.</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
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Improved attainment for disadvantaged students at Key Stage 4.	Disadvantaged students have an A8 score in line with their 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.
Improved attendance and punctuality for disadvantaged students.	Punctuality for the disadvantaged cohort improves and is in line with their non-disadvantaged peers. Attendance for the disadvantaged cohort improves 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. At least 85% of PP students attend Sixth Form/college.

## Activity in this academic year

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

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 161,173

Activity	Evidence that supports this approach	Challenge number(s) addressed
T&L strategies to improve outcomes for persistently absent students, including how the class teacher uses attendance data to inform planning and feedback to students.	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 SEMH HLTA to support teaching and learning in The Link.	EEF Guidance Report: 'Social and Emotional Learning'  EEF Guidance Report: 'Improving Behaviour in Schools'  EEF Toolkit evidence base behind 'High Quality Teaching'	1,2,3,5,6
Extended Leader for Head of 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

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
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: £109,568

Activity	Evidence that supports this approach	Challenge number(s) addressed
My Tutor - online tuition partner and bespoke tutoring packages for individual students	EEF Teaching and Learning Toolkit - Tuition: small group tuition +4 months progress  My Tutor was selected for an EEF evaluation trial; however, it was halted due to CV19 and the changing face of tuition. Having explored and trialled different providers, our own preliminary data suggests better engagement and hopefully, outcomes, with this provider.	4,5
HLTA SEMH - SLCN and anxiety	EEF Teaching and Learning Toolkit – high quality small group teaching  EEF Guidance Report: Special Educational Needs in a Mainstream School	1,2,4,5

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

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

Budgeted cost: £ 359,155

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

for Persistent Absenteeism	EEF Rapid Evidence Review: Attendance interventions	
Attendance Improvement 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
Full Time Think for the Future Mentor	EEF Guidance Report: 'Improving Behaviour in Schools' + 4 months SEAL + 4 months Behaviour Interventions	4.5
Full time 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
Family engagement events:  Y11 Tea&Cake Family Support Coffee Mornings	EEF Guidance Report: 'Working with Parents to Support Students Learning' +4 months EEF toolkit  EEF Rapid Evidence Review: Attendance interventions	4,6
Equipment and resourcing – laptops, stationery, uniform,	We have a contingency fund to ensure that we can meet acute needs and ensure that basic resourcing is not a barrier to	4,5,6,7



bus passes, taxis, trips and visit support	attendance, engagement and learning.	
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.		3,4,5,6,7,

**Total budgeted cost: £359,155**

## 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 2023-2024 academic year.

**In 2023-2024, our quality first teaching for all** approach ensured disadvantaged students made better progress compared to the previous year. There is still a gap in outcomes from non-disadvantaged students, but this has reduced from  $-0.92$  in 2022-23. In September 2023 the gap nationally between disadvantaged students and their non-disadvantaged peers was  $-0.57$  at Lawnswood this gap was  $-0.49$ . In certain subjects, science for example there is no gap between disadvantaged students at Lawnswood and their non-disadvantaged peers.

Our EAL/PP students, however, do considerably better, with a positive P8 score of  $0.19$  which is an improvement on 2022-23 when this figure was  $0.06$ .

Our female disadvantaged students perform in line with their non disadvantaged peers where there is a gap of  $-0.1$  for male disadvantaged students and their non-disadvantaged peers. The biggest co-existing vulnerability is SEND, however, disadvantaged SEND students made just over half a grade more progress in 2023-24 than in 2022-23.

**The overriding factor, however, in determining progress for Disadvantaged students is attendance.** Irrespective of any co-existing vulnerabilities, Disadvantaged students with 80% or better attendance achieve better than national average for all students. Disadvantaged students with good attendance have a progress score of  $+0.28$  and those with excellent attendance have a progress score of  $+0.41$ .

The work to improve attendance for disadvantaged students meant that in 2023-24 attendance for disadvantaged students at Lawnswood was in line with attendance for disadvantage students nationally.

### 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

## 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



