

DRAFT Lawnswood School Pupil Premium Report 2019-20

What is the pupil premium?

The pupil premium is additional funding for publicly funded schools in England to raise the attainment of disadvantaged pupils of all abilities and to close the gaps between them and their peers.

The term disadvantaged students includes the following:

1. children eligible for free school meals at any point in the last 6 years (Ever 6 FSM)
2. children who are in local authority care (LAC)
3. children who have been LAC for one day or more but have ceased to be looked after by a local authority in England and Wales because of adoption, a special guardianship order, a child arrangements order or a residence order

How much additional funding has Lawnswood School received?

The amount received is calculated using a lump sum per pupil eligible at the following rate:

1. Ever 6 FSM - £935
2. Pupil Premium Plus - £1900

For Lawnswood School, this generated a total of £500308 for the academic year 2019-2020

Contents of this report:

How the PP funding is being used to support pupil premium students in the academic year 2019-2020:

1. Summary information
2. Current attainment and progress
3. Barriers to future attainment
4. Success strategies and current impact
5. Planned expenditure

Section 2: How the funding was spent in 2019-20

1. Summary information					
School	Lawnswood School				
Academic Year	2019/20	Total PP budget	£500308	Date of most recent PP Review	External June 2017 Internal September 2020
Total number of pupils	1238 (KS3-4)	Number of pupils eligible for PP	37%	Date for next internal review of this strategy	September 2021

2. Current attainment and progress				
<i>NB outcomes based on unvalidated data.</i>	Pupils eligible for PP (your school) (unvalidated) 2019-2020	Pupils eligible for PP (your school) (validated) 2018-2019	Pupils eligible for PP (national average) (validated) 2018-2019	Pupils not eligible for PP (national average) (validated) 2018-2019
% achieving Basics in English and Maths 4+	60%	52%	45%	72%
% achieving Basics in English and Maths 5+	36%	31%	25%	50%
Progress 8 score average	-0.05 (-0.26 / +0.17)	-0.36 (-0.59 / -0.14)	-0.45	+0.13
Attainment 8 score average	46.7	42.7	36.7	50.3

3. Barriers to future attainment (for pupils eligible for PP)		
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>		
A.		Continue to further develop quality first teaching so that staff are confident in using a wide range of strategies which support the learning of disadvantaged students.
B.		Literacy and numeracy skills entering Year 7 are often lower for pupils with PP which prevents them from making progress in line with their peers.
C.		Raise expectations and aspirations so that the learning of all students, including the disadvantaged, is supported.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>		
D.		Low attendance, persistent absenteeism and poor punctuality is more likely from PP students.
E.		Parental involvement of PP students is below that of other students.
F.		PP students are often unlikely to take up extra-curricular trips and experiences which supports the PDBW and also academic progress.
G.		PP students are less likely to access further and then higher education, indicating lower aspirations.

	4. Desired outcomes <i>(desired outcomes and how they will be measured)</i>	Success criteria	Current impact
A	Improve the quality of feedback that students receive so that they can make better progress	<p>Outcomes show PP students perform in-line with NPP nationally.</p> <p>The gap between the progress made between PP and NPP students closes across all subject areas and year groups (evidence Headline packs/Class Teacher Analysis sheets)</p> <p>Appraisal mid-term review and QA reports.</p>	<p>Overall outcomes for PP vs Non PP 2019-20:</p> <p><u>Y11 (Progress / Attainment 8)</u></p> <p>PP = -0.37 / 40</p> <p>Non-PP = 0.20 / 51</p> <p><u>Y10 (Progress / Attainment 8)</u></p> <p>PP = 0.09 / 38</p> <p>Non-PP = 0.69 / 50</p> <p><u>Y9 (% Developing in Knowledge/Skills/Application)</u></p> <p>PP = 16%/19%/24%</p> <p>Non-PP = 14%/16%/20%</p> <p><u>Y8 (% Developing in Knowledge/Skills/Application)</u></p> <p>PP = 17%/17%/22%</p> <p>Non-PP = 11%/13%/16%</p>

			<p><u>Y7 (% Developing in Knowledge/Skills/Application)</u></p> <p>PP = 26%/29%/37%</p> <p>Non-PP = 16%/18%/25%</p>
B	Literacy and numeracy skills of PP students improve rapidly throughout all year groups	<p>The progress made in reading age by PP students is greater than 12 months and in line with NPP students across all year groups.</p> <p>Progress Tests in maths and English at KS3 show that PP students make progress above the progress made by students from similar starting points nationally.</p> <p>40% of Year 11 PP students achieve Basics 9-5 measure English and maths 60% of Year 11 PP students achieve Basics 9-4 measure in English and maths has narrowed in each year group:</p>	<p>Although we could include comparisons from Sept 19 –Jan 20, it is very unlikely to represent an accurate picture of progress, given students then experienced a 6 month gap in face to face learning.</p> <p>As such, all students in KS3 are currently undertaking progress tests. Reading age tests for Y8-11 will be undertaken in January and this will allow for more valid comparisons to be made and more accurate identification of gaps and progress in light of COVID disruption to learning. The comparison from Jan 20 – 21 should provide us with better insights and will be included here when the data becomes available.</p> <p><u>Basics measures:</u></p> <p>% PP students achieving 4+ basics = 60%</p> <p>% PP students achieving 5+ basics = 36%</p>
C	High standards with no compromise means that the behaviour of PP students improves	The proportion of commendations received by PP students is in-line with NPP and at least 15 per students per half term.	<p>Average Total Commendations for PP Students = 75.4</p> <p>Average Total Commendations for Non-PP Students = 77.0</p>

	<p>significantly and poor behaviour is rarely a barrier to progress.</p>	<p>The proportion of PP students receiving home learning cautions decreases throughout the year.</p> <p>The proportion of PP students receiving cautions decreases throughout the year.</p> <p>Fixed term exclusions for disadvantaged students reduced from 32.1% to 12.54% to be in line with the national exclusion rate for FSM students.</p>	<table border="1"> <thead> <tr> <th rowspan="2">Pupil Premium</th> <th colspan="7">Homelearning</th> </tr> <tr> <th>Sep</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> </tr> </thead> <tbody> <tr> <td>T</td> <td>425</td> <td>496</td> <td>501</td> <td>240</td> <td>449</td> <td>382</td> <td>280</td> </tr> <tr> <td>F</td> <td>431</td> <td>478</td> <td>333</td> <td>169</td> <td>406</td> <td>297</td> <td>282</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th rowspan="2">Pupil Premium</th> <th colspan="7">Cautions</th> </tr> <tr> <th>Sep</th> <th>Oct</th> <th>Nov</th> <th>Dec</th> <th>Jan</th> <th>Feb</th> <th>Mar</th> </tr> </thead> <tbody> <tr> <td>T</td> <td>2057</td> <td>2114</td> <td>2257</td> <td>1606</td> <td>2703</td> <td>1843</td> <td>1616</td> </tr> <tr> <td>F</td> <td>1486</td> <td>1480</td> <td>1469</td> <td>1020</td> <td>1820</td> <td>1296</td> <td>1131</td> </tr> </tbody> </table> <p>The exclusion rate would not be comparable in a meaningful way to previous years due to COVID restricting the academic year.</p>	Pupil Premium	Homelearning							Sep	Oct	Nov	Dec	Jan	Feb	Mar	T	425	496	501	240	449	382	280	F	431	478	333	169	406	297	282	Pupil Premium	Cautions							Sep	Oct	Nov	Dec	Jan	Feb	Mar	T	2057	2114	2257	1606	2703	1843	1616	F	1486	1480	1469	1020	1820	1296	1131
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<p>D</p>	<p>Improved attendance and punctuality for PP students and reduced persistent</p>	<p>Overall attendance for pupils eligible for PP improved from 91.9% to 95%</p>	<p><u>Attendance PP vs Non PP (to 13/03/2020):</u> PP = 89.9% Non PP = 95.1%</p> <p><u>PA PP vs Non PP (to 13/03/2020):</u></p>																																																														

	absentee rates for PP students.	The number of persistent absentees is reduced from 24.0% to 13.5% for PP students. Punctuality is reduced from 3.6 to 2.4% overall.	PP = 40.4% Non-PP = 10.3% <u>Punctuality PP vs Non PP (to 13/03/2020):</u> PP = 4.1% Non PP = 2.4%
E	Parents and carers of PP students engage and play an active part in the learning and progress of their children.	That there is no gap between the percentage attendance of parents/carers for PP students when compared with NPP. The whole school target of 80% attendance at parents' evenings is met. 40% of parents responding to the parent survey say 'yes to their child being in receipt of FSM in last 6 years' The proportion of PP parents attending additional engagement events such as maths home learning evening, options evening etc improves throughout the year.	Parents' Evening Attendance: Y11 PP/Non PP = 51%/81% Y10 PP/Non PP = -%/-% Y9 PP/Non PP = 58%/79% Y8 PP/Non PP = -%/-% Y7 PP/Non PP = 61%/80%
F	A greater proportion of PP students access engagement activities such as school trips, clubs and performances.	A representative proportion of PP students from all year groups can be seen in: <ul style="list-style-type: none"> - The school performance - Accessing all trips across all year groups - Engaging in sports clubs and playing competitively - Joining lunchtime activities 	Due to COVID 19 unable to complete this data or provide comparable data in a meaningful way.
G	PP students are more likely to continue with their education post-16	The NEET figure for PP students is 0. The % of PP students that attend sixth form/college increases above 84%	Please note that due to a corrupt spreadsheet, this is data is being re-collated and will be updated here as soon as it is available.

Pupil Premium Plan 2020-21

In light of this year's disruption and likely impact on disadvantaged students, we have revised the barriers cited above and included additional barriers to reflect this. We have also carried forward many actions from last year's plan given the restrictions that were imposed/inability to meet some objectives fully as a result.

5. Barriers to future attainment (for pupils eligible for PP)	
In-school barriers <i>(issues to be addressed in school, such as poor literacy skills)</i>	
A.	Continue to further develop quality first teaching so that staff are confident in using a wide range of strategies which support the learning of disadvantaged students.
B.	Literacy and numeracy skills entering Year 7 are often lower for pupils with PP which prevents them from making progress in line with their peers.
C.	Raise expectations and aspirations so that the learning of all students, including the disadvantaged, is supported.
External barriers <i>(issues which also require action outside school, such as low attendance rates)</i>	
D.	Low attendance, persistent absenteeism and poor punctuality is more likely from PP students.
E.	Disadvantaged students are more likely to have learning more severely impacted by COVID related factors (e.g. social and economic).
F.	Parental involvement of PP students is below that of other students.
G.	PP students are often unlikely to take up extra curricular trips and experiences – the impact of COVID means that there are even fewer opportunities to develop the cultural capital, which supports students' personal, social and academic progress.

H.	PP students are less likely to access further and higher education, indicating lower aspirations.
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6. Planned Expenditure (2020-21)			
Desired outcome	Specific actions	Cost	Monitoring points
<p>A</p> <p>Improve memory and retention through whole school retrieval practice and dual coding focus.</p>	<p style="background-color: yellow;">CPD Cycle: Action Research focus retrieval practice and dual coding:</p> <p>All teaching and classroom support staff involved in action research on effective retrieval practice and dual coding strategies (supported by additional funding from COVID catch up – see CCP)</p> <p>All teaching and classroom support staff involved in sharing outcomes of action research at celebration events</p> <p>Embed sharing of effective retrieval practice and dual coding in staff briefing sessions, HT briefings & confidence weeks to ensure consistency.</p> <p>Use QA system (including mid-year review) to ensure focus on development of effective retrieval practice and dual coding strategies</p> <p>Continue use of 'Reflect & Refocus' sessions to support development of effective retrieval practice and dual coding strategies across the curriculum</p>	<p>£12 000</p>	<p>Termly at CPD celebration event.</p>

<p>B</p> <p>Literacy and numeracy skills of PP students improve rapidly throughout all year groups.</p>	<p>Continued application of the WORDS strategy, including retention of TLR Whole School Literacy Coordinator</p> <p>Timetabled Reading/Spelling intervention for Y7, 8 and 9. Access programme timetabled for 3x20 minutes and delivered by a teacher, the SENCO and HLTA</p> <p>Numeracy intervention delivered by a maths HLTA in small groups 3x60 mins a week for Y9,10 & 11</p> <p>A small number of PP Y10 students have an additional 2 hours of maths, Science and English teaching with subject specialists to support them in accessing the main curriculum.</p> <p>Continued focus on improving numeracy through the maths mastery approach.</p> <p>Introduction of Heggarty Maths to support home learning and provision for students to be able to access the software in school, including during detentions.</p> <p>Maths parent drop-in sessions to support home learning approaches. PP parents contacted directly if home learning is a challenge.</p>	<p>£54000</p>	
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<p>High standards with no compromise means that the behaviour of PP students improves significantly and poor</p>	<p>Retention of five Pastoral Support Workers to work directly with students to remove barriers to learning, ensure there is regular communication with home and add capacity to the pastoral support for pupil premium students. (ie ensure parents/carers of PP students are able to access class charts, attend parents' evenings and meet to plan and monitor support.)</p> <p>Use of Year Managers and Pastoral Support Workers to meet with PP students placed in IE at the end of the day/beginning of the next day to ensure barriers to success are removed and that they do not become recidivists.</p>	<p>£257,000</p>	<p>Weekly pastoral tracker.</p>
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<p>behaviour is rarely a barrier to progress.</p>	<p>Whole school focus on relational and restorative practice so that students are less likely to be withdrawn from the classroom in the first place.</p> <p>Use of Family Support Worker (traded service) to ensure PP students access the right level of support to remove the barriers to learning.</p> <p>Rewards system to be fully implemented and pastoral teams to ensure PP students are being rewarded in line with NPP students.</p> <p>Use of learning mentor to support PP students who require additional support in order to be successful at school.</p> <p>Use of data analysts to prepare detailed analysis to allow pastoral teams to focus support where required.</p> <p>Breakfast club to ensure hunger is not a barrier to learning for PP students and that any problems can be shared with staff before the day starts.</p> <p>Use of Pastoral Support Workers to meet and greet PP students to ensure any barriers to learning are removed before the day starts.</p> <p>Purchase of equipment to ensure lack of equipment is not a barrier to learning.</p> <p>Purchase spare uniform to ensure that PP students are not disadvantaged by a lack of smart uniform.</p> <p>Use of year teams to champion the PP students in their year groups with other staff, in particular teaching staff.</p>		<p>Termly evaluation of strategies and impact on exclusions and other sanctions for PP students.</p>
<p>D</p> <p>Improved attendance for PP students and reduced persistent absentee rates for PP students</p>	<p>Identify cohorts of PP students in each year group whose attendance is falling below 95%.</p> <p>Follow the improved attendance protocol, working with AIO/SLA:</p> <ul style="list-style-type: none"> • Initial attendance concern letter sent home • Attendance monitored for four weeks • YM holds attendance meeting with parents/carers and student – set target • YM holds attendance review meeting - repeat and review if appropriate • Fast track route of SAP route – decision made by year team <p>Examples of school support to address any other barriers: home visits, daily phone calls, SEND/SEMH referrals to assess other barriers, bus passes, uniform help, breakfast club</p>	<p>£10,000</p> <p>+ SLA cost</p>	<p>Pastoral Trackers</p> <p>Half Termly Attendance Report?</p>

	<p>Prioritise first hour calling for all PP students.</p> <p>Reward and celebrate good attendance.</p> <p>Identify cohorts of PP students who are consistently late to school and Form Tutor contacts home.</p> <p>Copy of zero fare bus pass application on website and pastoral staff to check with PP students in their year groups if any PP students are still paying for transport/contact home/support parents with the application.</p> <p>Bus route analysis to establish whether there are any issues with particular routes and explore alternatives</p> <p>Year Manager to phone home if concerns persist and place student on punctuality report to Form Tutor, Pastoral Support Worker or Year Manager.</p> <p>Encourage PP students to attend breakfast club to ensure a timely start to the school day.</p>		
<p>E</p> <p>Attainment gap between PP and non PP students continues to diminish and is not widened by COVID barriers.</p>	<p>COVID catch up plan (see attached) prioritises disadvantaged students this includes:</p> <p>Employment of Recovery Teacher for KS3</p> <p>Additional CPD resourcing</p> <p>Online tuition</p> <p>Recruitment of either Academic Learning Mentors or additional pastoral workers (depending on availability of right personnel and ability to recruit)</p> <p>DfE laptops ordered, set up and delivered to all PP students (plus others) so that remote online access is available to all.</p>	<p>£108000</p>	<p>Interim report data</p>

<p>F</p> <p>Parents and carers of PP students engage and play an active part in the learning and progress of their children.</p>	<p>Online parents evening booking system, allows for the subsequent monitoring of attendance of the parents of PP students and time will be spent in the admin team phoning all those parents in advance to make sure that every barrier is removed and they attend the evening events whenever possible – the introduction of video calling this year in substitution of onsite meetings should make attendance even easier for parents.</p> <p>SLT/Extended SLT mentors for PP students whose parents do not attend parents’ evening and all other avenues have been exhausted (see above) - mentor will accompany students to their appointments or will take students to meet with key staff after the parents evening if their parents didn’t attend – HOY to support and coordinate.</p> <p>Remote Learning webinar – support parents to engage in students learning at home.</p> <p>Achievement Co-ordinator will spend time conducting 1:1 interviews with the parents of key students who are underperforming and developing action plans that form a bridge between school and home. In addition they will work closely with the HOY to support them in engaging with the data cycle and providing intervention for PP students where needed.</p> <p>Regular opportunities provided by staff to engage with specific parents throughout the year via virtual events - eg maths home learning drop-in, invitation of individual parents to Y8 reading engagement evening, Year 11 Parents Information Evening, Year 7 Settling in Evening.</p> <p>HOY, YM and PSW make regular phone calls home for key students and door step visits.</p> <p>1:1 interviews with all prospective students and their parents when they are in Year 6 in order to ensure a smooth transition (if COVID allows).</p> <p>HOY and form tutors to encourage parents to download the class charts APP on to their phones so that students get live notification of rewards and sanctions.</p> <p>Focus on the role of the form tutor and their link with home –development of form group marksheets to allow ease of tracking, and weekly support for key cohorts of students.</p>	<p>£55,000</p>	<p>Analysis of attendance at parents’ evenings.</p>
<p>G</p>	<p>Calendar of virtual events (for each subject area) to be created, shared and promoted to all students and their families – particularly option areas. Create capacity in school day for engagement events - e.g. collapsing of a P5 where there is a significant event of wide ranging benefit for a subject area.</p>	<p>£12,273</p>	<p>EVOLVE analysis</p> <p>Squad in touch</p>

<p>A greater proportion of PP students access engagement activities.</p>	<p>Whole cohort subject specific events purchased and streamed where possible (e.g. Old Vic livestream of key GCSE exam text, 'A Christmas Carol' to entire Y10).</p> <p><u>Trips and visits (COVID allowing)</u></p> <p>Introduce a line management trip consideration sheet, reviewing who the trips are targeting and how best to engage a minimum of 43% of PP students.</p> <p>Review the allocation of funding used for trips and liaise with the finance team to enable fairer access to trips and support trip leaders with the costs associated.</p> <p>Trip leaders to engage with the HOY, YM and PSW to target specifically PP students when they haven't returned their paperwork/consent before the deadline, proactive not reactive.</p> <p>The data team will design a tracker which monitors the number of students from a PP background accessing trips and visits. This will show which individuals, the specific trip, which subject area, a comparison vs non PP and ethnicity. This information will be a live tracker where the data will constantly update after each trip/visit. When required this information will be reported back to key stakeholders.</p> <p><u>Extra-curricular/performances</u></p> <p>Staff running extra-curricular clubs and activities to monitor the attendance of PP students access and implement strategies to improve attendance (eg issue invitations).</p> <p>All staff are to promote attendance at extra-curricular clubs, sharing the activities calendar</p>		<p>PP Engagement Trip Trackers</p>
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<p>H</p> <p>PP students are more likely to continue with their education post-16</p>	<p>Extended Provision – quality assurance of career education – relevant guidance to PP cohorts – ensure that START profiles have been completed.</p> <p>Targeted interviews to support destination choices</p> <p>Virtual speaker/aspirational events</p> <p>Curriculum planning – PP cohorts to be offered guidance on appropriate course choices into KS5</p> <p>Remote parent evening/engagement to support applications and next steps into post 16 provision:</p> <p>Development of achievement coordinator role to raise aspirations and link classroom learning to world of work through individual interviews; close monitoring of at-risk cohorts</p> <p>Develop meaningful CIAG experiences for students including opportunities for trips and visits to employers and further education establishments where COVID allows – explore virtual opportunities and alternatives.</p>	<p>£25,000</p>	<p>QA – Tutor materials/programme</p> <p>Yr 11 1:1 interview process</p> <p>Destinations Tracker</p> <p>School calendar</p>
<p>Total</p>		<p>£533,273</p>	