

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged students.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
School name	Leasowes High School
Number of students in school	1117
Proportion (%) of pupil premium eligible students	29.1% - 325 students
Academic year/years that our current pupil premium strategy plan covers	2023/24 – 2025/2026
Date this statement was published	January 2024
Date on which it will be reviewed	January 2025
Statement authorised by	C. Papadopoulos Headteacher
Pupil premium lead	Jade Beetison, Deputy Headteacher
Governor / Trustee lead	Steve Honnor Governor for Pupil Premium

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£293,422
Recovery premium funding allocation this academic year	£76,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£2,178
<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	£371,600

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in both core and the EBacc subjects.

The focus of our pupil premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable students, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support the needs of all students, regardless of whether they are disadvantaged or not.

Quality first teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support and intervention. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The strategies we have adopted complement each other to help students excel and make the necessary progress. To ensure they are effective we will:

- ensure disadvantaged students are challenged in the work that they're set
- act early to intervene when support is required
- adopt a whole school approach in which all staff take responsibility for disadvantaged students' outcomes and raise expectations of what they can achieve
- allow all students the opportunity to have access to the support, guidance and curriculum in order to narrow the disadvantage gap and increase achievement and engagement in school.

## Challenges

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

Challenge number	Detail of challenge
1	There is a higher than average percentage of disadvantaged pupils at Leasowes (29.1%) compared to national figures (27.6%)
2	The attendance of disadvantaged students (86.6%) is lower than that of non-disadvantaged students (93.8%). This is also true of persistent absence.
3	From our assessment and observations, we have seen disengagement from learning following lockdown coupled with a breakdown of relationships with some students.
4	Low aspirations from both disadvantaged students and engagement with their families, results in social and emotional challenges and the need to further enhance aspiration with them.
5	Low literacy and numeracy levels and reading ages across the lower school due to the impact of missed curriculum and assessment at primary on entry to secondary school.
6	From discussion with KS4 students, there is clear disadvantage in access to materials and space to support learning at home for students which will result in gaps.
7	Parental engagement is significantly lower with disadvantaged students than non-disadvantaged students
8	Attainment at the end of KS4 is significantly lower for disadvantaged students
9	Engagement with extra curricular activities is lower for disadvantaged students

## 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
Progress 8	Improve outcomes from 2023 data (-0.76)
English Progress 8	Improve outcomes from 2023 data (-0.47) provisional)
Maths Progress 8	Improve outcomes from 2023 data (-0.81)
Percentage gaining English Grade 4+	Improve outcomes from 2023 data (60.9%)
Percentage gaining Maths Grade 4+	Improve outcomes from 2023 data (45.3%)
Attainment 8	Improve outcomes from 2023 data (33.91)
Attendance	Improving attendance to national averages at both absence and persistent absence and to be consistently above national over three years.
Increasing wider curriculum engagement of students in enrichment.	Engagement in opportunities sees improvement in attendance and behaviour.

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.

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

Budgeted cost: £111000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High expectations in teaching and learning and with teachers that is reinforced by quality assurance processes and walkthru CPD, with focus on behaviour and expectations, questioning and curriculum.</p>	<p>High expectations including uplift transmits high expectations to students and an aspirational approach to high achievement.</p> <p><a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-planning/1-high-quality-teaching</a></p>	<p>1, 3</p>
<p>Developing metacognitive, self-regulation and co-construction skills in all students.</p> <p>This will involve ongoing teacher training.</p>	<p>Teaching metacognitive strategies to students can be an inexpensive method to help students become more independent learners.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</a></p>	<p>1, 3</p>
<p>Supporting curriculum planning and student learning through the provision of student revision guides.</p>	<p>The provision of revision guides addresses the gaps in learning and knowledge that may be present as a result of poor engagement or poor attendance. It also addresses it economic disadvantage which may prevent families providing these.</p>	<p>1, 3, 6</p>
<p>Teachers to focus on vulnerable groups including Pupil Premium.</p> <p>This will be show through actions such as marking their work first, targeted questions, and specific seating arrangements.</p>	<p>Having a focus on specific group of students improves interaction, improves the quality of feedback and the quality of teaching learning. It also addresses disengagement and fosters good relationships.</p> <p>Work already undertaken with live marking provides a strong base for the approach towards identifying individuals to make progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</a></p>	<p>1, 3, 6</p>

<p>Improving literacy in all subject areas in line with recommendations in the EEF 'Improving Literacy in Secondary Schools' guidance.</p> <p>This will be reinforced by the use of Accelerated Reading, Bedrock, and Forensic Reading in Key Stage 3.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject.</p> <p><a href="#">Improving Literacy in Secondary Schools</a></p> <p>Reading comprehension, vocabulary, and other literacy skills are heavily linked with attainment in Maths and English.</p> <p><a href="#">Reading comprehension strategies   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 5</p>
<p>Developing numeracy through the use of Sparx Maths which will provide targeted work and individualised teacher input.</p> <p>Development also of a numeracy stream through form time to provide basic skill understanding.</p>	<p>Individualised instruction is required to address misconceptions and gaps in knowledge which prevent skill acquisition at higher levels.</p> <p>Clear link that students who develop their basic numeracy skills on a daily basis will enable higher level mathematical understanding with subject skill teaching.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</a></p>	<p>1, 5</p>
<p>Phonics training through MITA for Teaching Assistants</p> <p>KS3 literacy and numeracy focus managed by designated members of staff.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">Standardised tests   Assessing and Monitoring Pupil Progress   Education Endowment Foundation   EEF</a></p> <p>EEF - reading comprehension support + 6</p>	<p>1, 5</p>
<p>Maintain high quality personalised feedback and ensure that disadvantaged students receive individual and personalised feedback during GRIT tasks in addition to whole class feedback.</p> <p>Teachers are to provide verbal feedback every other GRIT task as part of 'live feedback'</p>	<p>EEF – feedback +6</p> <p>EEF – individualised instruction + 4</p>	<p>1, 3</p>

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

Budgeted cost: £110600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Providing an academic mentor with a sole focus on disadvantaged students who will work with targeted students individually, in small groups or provide support in class.</p>	<p>Individual and small group tutoring allows for gaps in knowledge and misconceptions to be addressed effectively. Small group tuition allows for catch-up activities to take place, especially in English and Maths.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1, 2, 3, 5, 8</p>
<p>School led tutoring to provide a blend of tuition and mentoring for disadvantaged students</p> <p>Tutoring will be delivered by teachers and non-teachers who will have received appropriate professional development through the support of NTP and recovery premium.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind.</p> <p><a href="https://educationendowmentfoundation.org.uk/one-to-one-tuition">One to one tuition   EEF (educationendowmentfoundation.org.uk)</a></p> <p><a href="https://educationendowmentfoundation.org.uk/small-group-tuition">Small group tuition   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 3, 5, 8</p>
<p>The provision of faculty-based interventions sessions outside of lesson time to enable catch-up to take place and address identified misconceptions.</p>	<p>Intervention targeted at specific needs and knowledge gaps can be an effective method to support low attaining students or those falling behind.</p>	<p>1, 3, 5, 6, 8</p>
<p>Academic Boards will have a focus on the achievement and progress of disadvantaged students</p>	<p>An overview of student performance across the curriculum allows strategic direction and application of effective intervention.</p>	<p>1, 2, 4, 7, 8</p>

Disadvantaged students will be a focus for staff during parents evenings, and where necessary appointments will be made on behalf of parents.	Co-constructed actions plans and positive relationships with parents have a direct positive impact upon students achievement.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	1, 2, 4, 7, 8
Provision of nurture interventions using both school and if appropriate external staff to ensure that students are able and ready to learn.	In order for students to learn other aspects of the hierarchy of needs to be addressed and secure.	1,2, 8

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

Budgeted cost: £150000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of pastoral support for behaviour and wellbeing and attendance. This will include individual or small group work and working with the family and external agencies as appropriate.	In order for students to learn other aspects of the hierarchy of needs to be addressed and secure.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,2, 4, 6, 7, 8
Provision of behaviour mentor to help with engagement and attitude to learning	In order for students to learn other aspects of the hierarchy of needs to be addressed and secure.  <a href="https://www.gov.uk/government/publications/behaviour-in-schools">https://www.gov.uk/government/publications/behaviour-in-schools</a> <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</a>	1,2, 4, 6, 7, 8
Increasing participation in wider opportunities within the school. These includes clubs, sports activities and trips.	The development of affiliation towards the school reduces disengagement and promotes achievement.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	1, 8, 9

Dedicated pastoral support to address first day absence and associated issues.	In order to promote attendance and address fundamental causation it is necessary to work closely with families and build good relationships.  <a href="#">Improving School Attendance</a>  <a href="https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence">https://www.gov.uk/government/publications/securing-good-attendance-and-tackling-persistent-absence/securing-good-attendance-and-tackling-persistent-absence</a>	1, 2, 4, 6, 8
Disadvantage students engage with and are represented in the student leadership body.	The development of affiliation towards the school reduces disengagement and promotes achievement.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</a>	9
The provision of revision guides and if necessary ICT equipment to develop and enable learning at home.	Economic disadvantage often prevents the provision of support materials and an appropriate workplace for students.	1, 4, 6, 7, 8
Contingency fund for acute issues including uniform, travel passes and trips.	Experiences of similar schools to ours indicates that it is necessary to have a small amount of funding available to respond quickly to unidentified needs.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform</a>	4, 6, 9
Disadvantaged students provided with a music lesson subsidised by school.	Playing of a musical instrument helps develop and foster a discipline in children, as well as provide opportunity that may not previously be afforded.  <a href="https://www.gov.uk/government/publications/research-review-series-music">https://www.gov.uk/government/publications/research-review-series-music</a>	4, 6, 9
Disadvantaged students to receive addition CEIAG to ensure post 16 pathway is guaranteed	Maintain strategies to provide real life context to learning and opportunities to explore, experience and discuss aspirations and appropriate progression routes  EEF – o  Belief that students' achievement is greater when able to contextualise learning and relate to the 'big picture'	1, 4, 8

**Total budgeted cost: £371, 600**



## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the 2021 to 2022 academic year.

Data from 2023 outcomes has been used to provide a review on pupil premium activity for 22/23

Student outcomes in 2023 did not make the expected progress for pupil premium students. Their overall P8 and A8 declined from previous years and was lower than expected. Although English P8 improved, Maths P8 declined. More students were entered for EBacc than in previous years with an aspiration to further add to this in future years. The impact of covid is still being felt, which was then reflected in outcomes data, as many curriculum areas were ensuring content of examination syllabus was still being taught rather than having opportunity to reflect on retention of knowledge.

Attendance during 2022-23 for disadvantaged students was low, including Persistent Absence. Data released from the DFE for attendance showed there was a national concern with absence. Attendance continues to be a focus of our current plan as data shows it is not at previous years data.

Participation in wider opportunities increased but not to the extent expected and therefore remains an ongoing target. Face to face parents' evenings have been much better attended however, once again, more engagement is needed from disadvantaged student parents/carers. These remain an area for development as the intention is for all students to be participating in wider activities.

Our assessments demonstrated that student behaviour, wellbeing and mental health were significantly impacted the previous three years, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged students. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## 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
N/A	

## Further information

The school has now developed a strategy called 'Drivers and Champions' to focus on key groups. Disadvantaged students being one of the most important strand. Meetings are half termly and involve a representative from every department to discuss and share strategies and best practise. This is led by the Driver- Pupil Premium Lead.