

Pupil premium strategy statement – Lady Lumley’s School

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
Number of pupils in school	797
Proportion (%) of pupil premium eligible pupils	15.3
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2025
Date this statement was published	December 2022
Date on which it will be reviewed	September 2025
Statement authorised by	Clair Foden
Pupil premium lead	Samantha Squibb
Governor / Trustee lead	Alastair Ross

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 108 675
Recovery premium funding allocation this academic year	£ 30 084
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£ 0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 138 759

Part A: Pupil premium strategy plan

Statement of intent

The intention for the pupil premium strategy is to reduce the gap between the achievement of disadvantaged students and their non-disadvantaged peers. The ultimate aim is for both disadvantaged and non-disadvantaged students to make the same high levels of progress.

High quality teaching is the centre of our approach, ensuring that all students access the same well planned and sequenced curriculum, whilst receiving the support needed in order to progress. Implicit in the intended outcomes detailed below is the intention that the attainment of non-disadvantaged students will be sustained and improved alongside progress for their disadvantaged peers.

The pupil premium strategy plan will work towards achieving this goal by;

- improving the attendance of disadvantaged students
- reducing exclusions for pupil premium students
- ensuring that disadvantaged students are informed about and enabled to access enrichment opportunities.
- raising the aspirations of disadvantaged students
- ensuring that disadvantaged students have equality of opportunity, through equal access to curriculum options
- using student voice to improve the outcomes for disadvantaged students
- ensuring that disadvantaged students are supported to have clear progression routes to level 3 courses and given guidance for progression from Key Stage 3 to Key Stage 4 and then to make their post-16 choices
- Improving parental information and engagement

Vulnerable students, such as those who have a social worker or are young carers will also benefit from the activities outlined in this statement, regardless of whether or not they are disadvantaged.

Challenges

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

Challenge number	Detail of challenge
1	Attendance rates for disadvantaged students are lower than for the non-disadvantaged students
2	Ensuring that quality first teaching is consistently available to all students. Ensuring that all teachers have consistently high expectations of all students, and the school has an ethos of high challenge and high support. All students have access to a high-quality curriculum, which leads to clear progression routes.

3	Providing high quality pastoral care, which supports all students and helps to improve standards of behaviour. Provision of a school counsellor, to recognise the importance of promoting and maintaining students' good mental health and wellbeing.
4	Raising standards agenda - a focus on raising achievement within the school, with a particular focus on raising the attainment and achievement for disadvantaged students.
5	Ensuring all students develop the cultural capital needed to succeed and progress.

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
The attendance gap between disadvantaged pupils and their non-disadvantaged peers decreases.	The attendance gap between disadvantaged pupils and their non-disadvantaged peers decreases. In 2021-22 the attendance for disadvantaged students was 5.5% lower than for their non-disadvantaged peers. The target is to decrease this gap to between 3.5 and 4.5% by 2025.
All students have access to high quality first teaching.	Lesson observations, show consistently strong teaching and learning. Lesson observations can evidence improvements in teaching and learning, in response to feedback. Work scrutiny will also evidence students' progress over time in response to high quality teaching. The use of SISRA software is key to providing this evidence and also to identify areas of strong practice which will be used to develop other staff.
Disadvantaged students accessing pastoral support and support from the school counsellor.	Records from pastoral staff and school counsellor demonstrate that disadvantaged students are accessing student support proportionately in line with, or more often than their non-disadvantaged peers. A reduction in the suspension rates for disadvantaged students. In 2021/22 34% of suspensions were of disadvantaged students, whilst only 15% of the students were disadvantaged, this is 2.26 times higher proportionately. The target for 2022-25 is to reduce the suspensions for disadvantaged students, so that they are between 1.5 and 2 times higher proportionately.

<p>Progression rates to suitable courses for disadvantaged students are improved and disadvantaged students receive careers advice before their non-disadvantaged peers.</p>	<p>Records of careers interviews show that disadvantaged students receive careers advice first and more often than their non-disadvantaged peers, when supported with the transition from Key Stage 4 to Key Stage 5. Having benefitted from the careers' guidance contained within the Life curriculum and the tutor programme, students experience a more informed careers interview.</p> <p>The target for 2022-25 is for disadvantaged students to remain in education, employment or training at a comparable rate to their non-disadvantaged peers.</p>
<p>Raising standards agenda, challenges curriculum leaders to regularly analyse the progress and attainment of disadvantaged students in comparison to non-disadvantaged students to identify issues, plan strategies to improve the outcomes of disadvantaged students and to assess the impact of these strategies. Standardised tests are being purchased for those students with no prior attainment data.</p>	<p>In 2018-19, 0% of our disadvantaged students achieved a strong pass in English and maths compared to 51.82% of the non-disadvantaged students (a gap of 51.82%). In 2021-22 43.48% of our disadvantaged students achieved a strong pass in both maths and English, compared to 55.93% of the non-disadvantaged, (a gap of 12.45%).</p> <p>In 2018-19, 36.36% of our disadvantaged students achieved a standard pass in English and maths compared to 72.73% of the non-disadvantaged students (a gap of 36.47%). In 2021-22, 52.17% of our disadvantaged students achieved a standard pass in English and maths compared to 77.97% of the non-disadvantaged students (a gap of 25.8%).</p> <p>Our target for 2022-25 is to reduce the gap for both measures to between 15 and 25%.</p>
<p>Disadvantaged students access enrichment activities, trips and activities at a rate in line with their non-disadvantaged peers.</p>	<p>Records of enrichment activities show that disadvantaged students are accessing enrichment activities and extra-curricular activities at a rate in line with their non-disadvantaged peers.</p> <p>In 2021-22, overall 68% of non-disadvantaged students attended enrichment activities while 69% of disadvantaged students attended. In every year of Key Stage 3 there was a lower rate of participation for disadvantaged students than non-disadvantaged. The target for 2022-25 is to have disadvantaged students in all year groups accessing enrichment activities in line with their non-disadvantaged peers.</p>

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: £56 615.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas.</p> <p>We will provide professional development to improve disciplinary reading through all subjects.</p> <p>We will also provide professional development to improve the teaching of tier 2 and 3 vocabulary.</p> <p>Encourage reading for pleasure through the tutor read programme.</p> <p>Professional development for the English department to deliver the Faster Read Programme trialled by Scalby School, in response to research carried out by the University of Sussex.</p>	<p>Research shows that using subject specific vocabulary accurately improves outcomes.</p> <p>EEF Guidance Report, Improving Literacy in Secondary Schools recommendation 2 is to “provide targeted vocabulary instruction in every subject.</p>	<p>1, 2</p>
<p>CPD on Raising Standards, including the purchase of standardised assessments to identify students’ individual needs.</p>	<p>EEF guide to the pupil premium – Autumn 2021 states that gaining a thorough knowledge of disadvantaged pupils’ levels of attainment is the first step in developing an effective pupil premium strategy.</p>	<p>4</p>

Curriculum leaders and senior leaders given time to quality assure the standards of teaching and provide support where needed.	The Sutton Trust report Improving the impact of teachers on pupil achievement in the UK states; The effects of high-quality teaching are especially significant for pupils from disadvantaged backgrounds: over a school year, these pupils gain 1.5 years' worth of learning with very effective teachers, compared with 0.5 years with poorly performing teachers. In other words, for poor pupils the difference between a good teacher and a bad teacher is a whole year's learning.	2
Class Charts software purchased to promote positive behaviour management strategies and ensure that high expectations of all students are maintained and to improve parental engagement.	The EEF Toolkit describes improving parental engagement as moderate impact for low cost based upon extensive evidence. This parental engagement can include encouraging parents to support their children with homework. The EEF Toolkit also describes behaviour interventions, including approaches to a positive school ethos which supports greater engagement with learning, as moderate impact for low cost, based on limited evidence.	2
A member of pastoral staff with responsibility for transition, to ensure that the loss of learning experienced upon transition is minimised.	EEF school transition tool highlights the importance of close cross-phase links to improve institutional adjustment.	3 & 4
Teaching staff delivering lessons at local primary schools, to ensure smooth transition, support students and ensure that staff maintain high expectations that are established at the primaries.	EEF school transition tool highlights the importance of curriculum continuity to ensure successful school transitions.	4

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

Budgeted cost: £ 69 843.48

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small group intervention delivered, focus on reading, literacy and vocabulary. This will enable students to access all areas of the curriculum more effectively.</p>	<p>The EEF toolkit describes small group tuition as moderate impact for low cost. We are focusing on reading, which evidence has shown has the greatest impact. The studies have also shown that pupils eligible for free school meals typically receive additional benefits from small group tuition.</p>	<p>2 & 4</p>
<p>Intervention in Maths, TMA - 30 periods per cycle, DSM 6 periods per cycle. Intervention in Science TMA - 20 periods per cycle to support in lessons and provide appropriate small-group support.</p>	<p>The EEF toolkit describes small group tuition as moderate impact for low cost. Although maths has a slightly smaller positive impact, since it is such an important subject for students to progress to level 3 and 4 study we still believe that it is worth the investment.</p>	<p>2 & 4</p>
<p>Intervention and support from our Heads of Key Stage, DFA at Key Stage 4 and STH at Key Stage 3. This will focus on improving behaviour for learning and developing a positive school ethos. The Heads of Key Stage are also working with students and families where attendance is an issue to remove barriers to attendance and support students' reintegration into lessons.</p> <p>There will also be 10 hours per cycle small group/individual interventions with a focus on SEMH and social interactions.</p>	<p>The EEF toolkit describes behaviour interventions as moderate impact for low cost.</p> <p>Figures from the DFE show that pupils who receive free school meals are more likely to receive a permanent or fixed term exclusion than those who do not. Persistent disruptive behaviour is the most common reason for exclusion, so a focus from the Key Stage leaders on establishing an excellent climate for learning in lessons is essential to improving outcomes and reducing exclusions.</p>	<p>2, 3 & 4</p>
<p>After-school intervention, using the school's Study+ initiative.</p>	<p>The EEF Toolkit states that extending school time have moderate impact for moderate cost.</p>	<p>2 & 4</p>

Delivery of an Aspire group for Key Stage 4, to encourage students to aim for more demanding routes for higher education and employment, as well as to develop their wider skills.	Although the EEF toolkit identifies limited evidence of impact, we feel for our setting is important to ensure that progression rates for disadvantaged students to suitable courses are improved.	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 54 419.25

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer has a focus on improving the attendance rates of disadvantaged students, since this is a key challenge.	The NFER Report, Being Present: the Power of attendance and stability for Disadvantaged Pupils (2019) states "On average, the association between being absent from school and KS4 outcomes is worse for disadvantaged pupils than their more affluent peers."	1
Increased number of pastoral staff to improve student access to pastoral care, where disadvantaged students are given priority when accessing support.	The EEF report Improving behaviour in schools describes the importance of an approach to behaviour which is adapted to individual needs, where behaviours are more challenging.	3
Dedicated school counsellor in school to support students and improve the pastoral care available to students	The Covid-19 Mental Health & wellbeing surveillance report states that "During the pandemic, some disadvantaged young people and children, such as children in care or those who are disadvantaged financially, have reported poorer mental health and wellbeing."	3
Disadvantaged students to have access to ICT at home, using reallocated DFE laptops and covid catch-up resources. This continues to be a need, due to the high	NFER research, Pupil Engagement in Remote Learning states that nationally disadvantaged students were finding it particularly difficult to engage in remote learning, compared to their peers, especially	4

<p>number of cases of Covid and therefore the need to provide blended learning whilst pupils self-isolate.</p>	<ul style="list-style-type: none"> • Those with limited access to technology and/or study space • Vulnerable children • Those with special educational needs and disabilities • Young carers 	
<p>Increased enrichment offer, developed in response to student voice. This includes outdoor education club, the Duke of Edinburgh Award Scheme, as well as the increased number of leadership opportunities, developed by the Key Stage Leaders. The Brilliant Club to be used with a cohort of Year 10 students to raise aspirations.</p>	<p>EEF Toolkit describes Arts Participation as moderate impact for very low cost, based on moderate evidence.</p>	5
<p>Software (Class Charts) purchased to support change of behaviour management strategies to focus on a positive behaviour management approach and improve parental engagement and liaison.</p> <p>Software Schoolcloud is being used for parent consultation evenings, this allows us to give the parents of disadvantaged students earlier access to the appointments, to improve parental engagement.</p>	<p>The EEF Toolkit describes social and emotional learning, which can include school-level approaches to developing a positive ethos which also aim to support greater engagement in learning as having a moderate impact for very low cost.</p> <p>The EEF toolkit describes parental engagement as having moderate impact for low cost, based upon extensive evidence.</p>	3 & 4
<p>Careers guidance interviews given to disadvantaged students first, to help them plan their progression and raise their aspirations. Students are also</p>	<p>The Social Mobility Commission report, The State of the Nation 2021: Social mobility and the pandemic (July 2021) states “Those from poorer backgrounds are still twice as likely to</p>	2

offered a second interview if it is needed.	end up in working class jobs than those from more privileged backgrounds.”	
Supporting Success Evenings scheduled into the calendar, to work with pupils and parents to develop study skills and self-regulated learning.	The EEF Toolkit describes Metacognition and self-regulation as very high impact for very low cost, based on extensive evidence.	4
Disadvantaged students given assistance with the cost of extra-curricular visits such as theatre trips and visits to the opera, to improve their cultural capital	EEF Toolkit describes Arts Participation as moderate impact for very low cost, based on moderate evidence.	5

Total budgeted cost: £ 180 877.98

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In 2022, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to similar pupils nationally) for our disadvantaged pupils was -0.42 . For attainment 8 it was 43.1. See [DFE guidance](#) for more information about KS4 performance measures.

The DFE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of Covid-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for pupils and grading that reflected a midway point between grading in 2021 and 2019.

We have however, compared our results to national figures to help gauge the performance of our disadvantaged pupils (although these should be treated with caution given the caveats above). The national Attainment 8 score for disadvantaged pupils in 2021/22 was 37.5 and for non-disadvantaged pupils it was 52.6. For Progress 8, the national average for disadvantaged pupils was -0.55 and for non-disadvantaged students it was 0.15.

In 2022, the percentage of our disadvantaged students achieving grade 5+ in English & maths was 41%, compared to the national figure of 29.5%. This suggests that we are on track to meet the targets outlined above, although as already outlined no definite conclusions can be made based upon the outcomes in 2021/22.

The work in the previous plan with regards to developing a school-level positive ethos, to improve behaviour and greater engagement with learning is continuing, based upon the benefits already seen in creating a stronger climate for learning and the research which supports these approaches.

The increased focus for both the attendance officer and the pastoral staff on working with the disadvantaged students has impacted positively and the school has therefore continued with these strategies and further increased the capacity of the pastoral team. Pastoral support to promote mental wellbeing, particularly in light of disruption to face-to-face learning, continues to be a priority. This approach is supported by The Public Health England COVID-19 mental health and wellbeing surveillance report which suggests that whilst some evidence shows that children and young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some children and young people, especially those with certain characteristics, such as those who are disadvantaged economically appear to have experienced greater negative impacts on their mental health and wellbeing. Following a review, the school curriculum has altered to include a PSHE lesson, called life, rather

than deliver this content in tutor time and through cross-curricular lessons. The life lessons teach students about mental health and wellbeing, as described in the Public Health England report [Promoting children and young people’s mental health and wellbeing](#). The life lessons have been well received by the students and will continue to deliver a programme of PSHE, along with a carefully planned programme for tutors, which also covers careers and progress.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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