

Pupil premium strategy statement

Litcham School

This statement details our school's use of Pupil Premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Litcham School
Number of pupils in school	773
Proportion (%) of pupil premium eligible pupils	26%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-24
Date this statement was published	Jan 2022
Date on which it will be reviewed	Jan 2023
Statement authorised by	Tim Gibbs
Pupil premium lead	Paul Clark
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£168,280
Recovery premium funding allocation this academic year	£25,085
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	£193,365

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium will be used to provide additional educational support to improve the progress and to raise the standard of achievement for these students. The funding will be used to narrow and close the gap between the achievement of these students and their peers locally and nationally. As far as its powers allow, the school will use additional funding to address any underlying inequalities between children eligible for Pupil Premium and others. We will aim to ensure that the funding benefits the students who need it most so that it makes a significant impact on their education and lives.

We will seek to overcome:-

- Any educational inequality
 - The limit of opportunity or wellbeing due to financial hardship
 - The impact of low self-esteem on education and learning
 - Any barriers which result in poor engagement with school
- The Executive and Assistant Headteacher, in consultation with the Governors and staff, will decide how the Pupil Premium is spent for the benefit of entitled students.
 - School wide plans for Pupil Premium funding expenditure will consider research into best practice and evidence of successful intervention strategies.
 - The school will assess what additional provision should be made for the individuals.
 - The school will be accountable for how it has used the additional funding to support the achievement of those students covered by the Pupil Premium and the Headteacher (or their nominee) will report to the Governing Body and parents on how effective the intervention has been in achieving its aims.
 - We will ensure that parents, Governors and others are fully aware of the attainment of students covered by the Premium.
 - We will encourage all staff, both teaching and support staff, to suggest innovative and creative strategies to support the progress of these students.
 - We will monitor, evaluate and review the impact of the Pupil Premium funding.

Challenges

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

Challenge number	Detail of challenge
1	Struggle to maintain regular school attendance (>90%)
2	Failing to complete the acceptable amount of school work undertaken at home
3	Weak numeracy and literacy
4	Poor personal organisation
5	Lack of opportunity to take part in trips/visits/extra-curricular clubs

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
Achieve and maintain regular school attendance in line with non PP students	PP groups achieve an average attendance of greater than 90%
Disadvantaged students complete homework and coursework tasks sufficiently to support outcomes at KS3 and GCSE	Students are supported to achieve homework tasks Outcomes for disadvantaged pupils at GCSE closer to target grades than has previously been the case.
Narrow the gap in attainment in English and Maths between PP and non	Target - Gap no bigger than 0.3 in either subject
Support self-management and personal development	All students meet deadlines. Have an awareness of the curriculum and school events. Students make a contribution to school life. Students are supported in career development and understand their own areas of strength and improvement.
Increase opportunity for social and educational inclusion	PP students go on school trips, attend clubs and can take peripatetic lessons. PP Students feel included and valued by their peers. PP Students have an increased sense of confidence about their interests and pursuits.
Increase students' self-esteem, self-awareness and learning confidence	PP students receive awards for their achievements as part of a whole school rewards strategy. All students take pride in their own achievement and reward as well as those of peers.

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: £ 71,000

Activity/Action	Evidence that supports this approach	Challenge number(s) addressed
Staff to undertake identified related CPD. Specifically those in relation to raising attainment and narrowing gap in their subjects	Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes. This guidance further reflects this, offering recommendations on how to improve professional development and design and select more impactful PD. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3
CPD sessions built into Twilight sessions to include student progress focus, cross curricular strategy on inclusion and targeted support	PD has great potential; but it also comes with costs. We know that teachers engage in professional development activities whilst balancing multiple and, at times, competing commitments and time pressures. The need is clear, therefore, for PD to be well-designed, selected, and implemented so that the investment is justified. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	1,2,3
Staff supported in observing colleagues to improve teaching performance	Excellent PD related specifically to teachers' own performance. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development	2,3
Reduced class size – additional staff in English, maths and science	Ensuring improved teaching is matched to manageable class sizes is crucial in an over subscribed school. Research evidence of the effect this measure has is not conclusive. Reducing class size EEF (educationendowmentfoundation.org.uk)	2,3

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

Budgeted cost: £72,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 Literacy tuition KS2	Adopting evidence-based interventions which support TAs in their small group and one-to-one instruction enhances the quality of this work https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants	1,2,3,
Accelerated Reader	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text and this is particularly the case when interventions are delivered over a shorter timespan: <i>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</i> <i>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</i>	2,3,
Peripatetic Music lessons	Students experience improved outcomes at GCSE level if they can play an instrument and read sheet music. Lack of opportunity and resources has an impact on the ability to learn at home and the cost of external tuition is high. Students are more motivated to practice at home when they have the instrument from one lesson to the next. Playing as part of a group can help overcome the social challenge felt by some pupils. <i>Arts participation EEF (educationendowmentfoundation.org.uk)</i>	2,5,
Support for Food Tech/cookery skills evening classes	Kitchen and cooking skills are key life skills. Supporting pupils with the cost of ingredients ensures they do not feel unconfident or embarrassed, and can subsequently lead to specific challenges being overcome. Additionally, this supports and engages parents.	2,4,5
Individual and small group tuition for underachieving pupils, primary and secondary	<i>Guidance for teachers EEF (educationendowmentfoundation.org.uk)</i> <i>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</i>	
Homework club	Explicitly teach students how to manage and organise their own learning independently as well as support with completion of current tasks. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition	2,4
Subject specific resources/materials	Use tasks and resources to challenge and support pupils' mathematics. Also provide free of charge appropriate revision and study materials. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3	2,4,6

Subject resources – multiple subjects	GCSE Pod subscribed to for all possible relevant areas of the curriculum.	
KS4 Online National Tutoring Programme - English and Maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: <i>Small group tuition Toolkit Strand Education Endowment Foundation EEF</i> <i>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</i>	2,3,6
High quality Careers advice and guidance	All disadvantaged pupils to receive ongoing support throughout KS4 to ensure appropriate KS5 placement. <i>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</i>	1,3,4,
Enhanced transition programmes	Full 2 week transition arrangements to ensure the move to high school is smooth. Disadvantaged pupils' tutors to proactively engage them to build rapport in those two weeks, reducing any chance of challenging behaviours. <i>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</i>	
The Brilliant Club	Any suitable disadvantaged pupil to be proactively encouraged to be part of this programme. <i>Aspiration interventions EEF (educationendowmentfoundation.org.uk)</i>	

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

Budgeted cost: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified Pupil Premium 'Champions' to inspire and lead all staff on the Pupil Premium strategy	Schools with excellent leadership of the Pupil Premium strategy are more successful at implementing effective actions.	all
Dedicated full time Attendance Officer	We can keep a better watch on student attendance with a dedicated member of staff. We can communicate and work with parents more effectively and key processes can be followed more rigorously when one person has oversight of it.	1,4
School Counsellor 2 days per week	School-based humanistic counselling is effective and should be considered as a viable treatment option for children suffering from mental health issues despite its costs, new research has found. Pupils are 'counselled' in house by existing and experienced staff.	1,4,

	<p>https://www.bacp.co.uk/news/news-from-bacp/2021/21-january-effectiveness-of-school-counselling-revealed-in-new-research/</p> <p>The study, led by the University of Roehampton is the first large-scale research into the effectiveness of school counselling in the UK.</p>	
Dedicated LAC Student support worker	<p>Observations about the need to create a holistic and ongoing approach to understanding individual learner needs on a social and emotional level.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send</p>	4,5
Dedicated 'Pupil Premium' coordinators and support workers to oversee all aspects of disadvantaged pupils' school engagement	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p> <p><i>Aspiration interventions EEF</i> (educationendowmentfoundation.org.uk)</p>	All
PP fund allocated for purchase of hot meals for students who would otherwise go hungry	<p>We have identified the need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	1,4
Support of low income families with uniform costs	<p>From our own experience we can see that families are ever grateful for this assistance and more likely to support us in other areas like attendance/behaviour when we showing willing to help their cause from the outset.</p>	all
Subsidised/free trips and visits for PP	<p>Students who associate trips or visits with a subject will engage with the subject and attached learning to a greater degree than that which is solely theoretically based. Evidence suggested in school history with Geography field trip and history battlefields trip. <i>Arts participation EEF</i> (educationendowmentfoundation.org.uk)</p>	5,
Improved provision for students at break and lunch (clubs/activities/seating)	<p>Students are less likely to engage in disruptive or chaotic behaviour if they have an activity or club they can attend of structure. Unlike lessons, students have a choice over what they attend. Students have more opportunity to experience success and form lasting relationships</p>	1,4,
Enhanced pastoral care – additional members of the pastoral team and an identified mentor	<p>Additional pastoral leaders in KS3 will help all pupils to feel valued members of the school, feel supported and feel recognised.</p> <p><i>Behaviour interventions EEF</i> (educationendowmentfoundation.org.uk)</p>	

Total budgeted cost: £ 183,000

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 pupils in the 2020 to 2021 academic year.

Much of the work done in the last year has been affected significantly. However, we have supported disadvantaged pupils effectively. At GCSE, the in school gap was largely in line with previous years.

GCSE outcomes

- Outcomes at GCSE were good for disadvantaged pupils, with the 'gap' being relatively small. However, as these were Centre Assessed Grades, we have to reserve judgement on their accuracy.
- English 4+ - 79% (9% below 'other')
- English 5+ - 48% (18%)
- Maths 4+ - 72% (17%)
- Maths 5+ - 48% (25%)
- Science Double 4+ - 59% (16%)
- Science Double 5+ - 32% (14%)
- Science Triple 4 and 5 + - 100%

At KS2 there was no national testing, although we believe our disadvantaged pupils would have performed well, and in line with national average. Our EYFS progress was, we believe, also in line. Expected outcomes for disadvantaged pupils in Summer 22 look strong at the moment, but will be confirmed in time.

Attendance has not been assessed with any accuracy or reliability due to the school enduring high covid infection rates.

Online learning played a significant part in all pupils' education. We ensured that all disadvantaged pupils had a laptop and wifi connection so that they could engage fully in this. This was a major challenge.

Two staff coordinators engaged well with disadvantaged pupils throughout the year, ensuring they felt supported, known and encouraged. Several trips and visits were laid on free of charge with the aim of increasing their confidence and social skills. We also had a strong uptake of music lessons in the secondary phase.