



Pupil Premium Strategy Statement (Secondary)

School overview

Metric	Data
Lord Lawson of Beamish Academy	Secondary School
Students in school	1443
Proportion of disadvantaged students	28%
Pupil premium allocation this academic year	£335,000 (to March 2021)
Academic year or years covered by statement	2017/18 – 2021/22
Publish date	October 2020
Review date	October 2021
Statement authorised by	Andrew Fowler (Principal)
Pupil premium lead	Janey Stubbs (Acting Assistant Principal)
Governor lead	

Disadvantaged pupil performance overview for 2019/20 academic year

NB not comparable to previous year's academic performance as centre assessed grades were produced.

Progress 8	n/a
Attainment 8	n/a
Ebacc score	n/a
% Grade 5+ in English and maths	n/a
% Grade 4+ in English and maths	n/a
Attendance (to March 2020)	89.16%

Disadvantaged pupil performance overview for 2018/19 academic year

Progress 8	-1.03
Attainment 8	34.6
Ebacc entry	7%
% Grade 5+ in English and maths	24%
% Grade 4+ in English and maths	38%
Attendance (Free school meals - FSM)	



Disadvantaged pupil performance overview for 2017/18 academic year

Progress 8	-1.13
Attainment 8	34.7
Ebacc entry	11%
% Grade 5+ in English and maths	23%
% Grade 4+ in English and maths	45%
Attendance (Free school meals - FSM)	

Strategy aims for disadvantaged students

Aim	Target	Target date
Progress 8	<p>The target is to achieve the top quartile for progress made by disadvantaged students amongst similar schools* (-0.2 to 0.12).</p> <p>An intermediate target is to be higher than the average P8 made by disadvantaged students amongst similar schools -0.6 P8 (2018/19).</p>	Sept 22
Average Attainment 8	<p>To aspire to achieve the national average for attainment for all students.</p> <p>Therefore the target is A8 46.</p>	Sept 22
% Grade 5+ in English and maths	<p>The target is 42% which is above average score of 23.4% (2018/19) made by disadvantaged students amongst similar schools, as students perform broadly in line with this average.</p>	Sept 22
% Grade 4 in English and maths	<p>The target is 66% which is above the average score of 44.7% (2018/19) made by disadvantaged students amongst similar schools.</p>	Sept 22
Attendance	<p>To aspire to improve attendance to meet the national average for all students.</p> <p>Interim target to exceed the national average for attendance for disadvantaged students (national average of 91.2%)</p>	Sept 22



*Similar schools: <https://educationendowmentfoundation.org.uk/tools/families-of-schools-database/lord-lawson-of-beamish-academy-dh3-2lp/> data is from previous three year (17-19)

Teaching priorities for current academic year

Measure	Activity
Priority 1	Continuing professional development (CPD) is appropriately targeted and effectively evaluated to ensure that the knowledge and skills required to improve the quality of teaching is acquired and implemented.
Priority 2	Improve the robustness of systems and processes required to enhance the leadership of teaching and learning at all levels.
Barriers to learning these priorities address	Inconsistency of high expectations of students and use of assessment information to plan suitably challenging work. To get the most out of disadvantaged students in their classes' teachers need equipping with straightforward day-to-day strategies that meet the needs of these students.
Projected spending	£122,000.00

Targeted academic support for current academic year

Measure	Activity
Priority 1	Strategy to focus upon disadvantaged students in the classroom to provide: higher levels of interaction, teacher assessment, explanations, questioning and feedback.
Priority 2	Develop cultural capital through the personal development curriculum, RE lessons and the recent introduction of dedicated Personal Development lessons.
Barriers to learning these priorities address	Misconceptions and gaps in knowledge for some disadvantaged students. Lack of social and cultural capital for some disadvantaged students resulting in decreased aspirations and confidence.
Projected spending	£79,000.00



Wider strategies for current academic year

Measure	Activity
Priority 1	Recruitment, retention and the professional development of the pastoral team.
Priority 2	Increase the attendance and reduce the persistent absence of disadvantaged students.
Priority 3	Encourage high levels of parental engagement to support learners through comprehensive external communication programme.
Barriers to learning these priorities address	Complex social and emotional needs of disadvantaged students. Low levels of confidence and self-regulation for some disadvantaged students. High levels of persistent absence for some disadvantaged students.
Projected spending	£134,000.00



Monitoring and implementation

Area	Challenge	Mitigating action
Teaching	<p>Ensuring enough time is given over to allow for staff professional development.</p> <p>Ensure CPD is effective in changing practices.</p> <p>Embed new systems effectively across the school to ensure consistency.</p>	<p>CPD is appropriately underpinned by robust educational research, is quality assured and effectively monitored for impact.</p> <p>A consultation process with senior and middle leadership and subsequently the implementation of an effective quality assurance system.</p>
Targeted support	<p>Staff awareness of strategies that meet the needs of the disadvantaged students.</p> <p>Increased perceived importance of the role that personal development has in developing cultural capital, critical thinking, life skills, aspirations and confidence.</p>	<p>Consistent messaging and focus on the needs of disadvantaged students.</p> <p>Training on the expectations and expected delivery of the statutory RSHE curriculum, paying close attention to sensitive issues.</p>
Wider strategies	<p>Engaging families facing the most challenges.</p> <p>Clear communication across house blocks and across the school community.</p> <p>Meeting the demand for expert professional services with the available supply of those services.</p>	<p>Work closely with team around the student (TAS) and the team around the family (TAF).</p> <p>Co-ordinate pastoral teams to ensure clarity of required provision, leading to the implementation of appropriate interventions which are monitored for impact.</p>