



Pupil Premium Strategy Statement (Secondary)

School overview

Metric	Data
Lord Lawson of Beamish Academy	Secondary School
Students in school	1357
Proportion of disadvantaged students	29% (33% year 7 to 11)
Pupil premium allocation this academic year	£348,575 (to March 2022)
Academic year or years covered by statement	2017/18 – 2021/22
Publish date	October 2021
Review date	October 2022
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)	n/a

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 ever 6 – FSM6)	91.4%



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 ever 6– FSM6)	92.3%

Strategy aims for disadvantaged students

Aim	Target	Target date
Progress 8	The target is to achieve the top quartile for progress made by disadvantaged students amongst similar schools* (-0.2 to 0.12). An intermediate target is to be higher than the average P8 made by disadvantaged students amongst similar schools -0.6 P8 (2018/19).	Sept 22
Average Attainment 8	To aspire to achieve the national average for attainment for all students. Therefore the target is A8 46.	Sept 22
% Grade 5+ in English and maths	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.	Sept 22
% Grade 4 in English and maths	The target is 66% which is above the average score of 44.7% (2018/19) made by disadvantaged students amongst similar schools.	Sept 22
Attendance	To aspire to improve attendance to meet the national average for all students. Interim target to exceed the national average for attendance for disadvantaged students (national average of 91.2%)	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	<p>Inconsistency of high expectations of students and use of assessment information to plan suitably challenging work.</p> <p>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.</p>
Projected spending	£95,694.12

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	<p>Misconceptions and gaps in knowledge for some disadvantaged students.</p> <p>Lack of social and cultural capital for some disadvantaged students resulting in decreased aspirations and confidence.</p>
Projected spending	£102,401.90



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	£160,401.90

Total projected spend £358,786.42



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>



Review: last year's aims

Pupil premium allocation academic year 2020/21 £335,205.00

Review of teaching priorities 2020/21 to inform current academic year

In response to the COVID-19 pandemic, remote learning practices were tailored to support and monitor successful learning for disadvantaged students to reduce their barriers. The response is underpinned by blended learning professional development that has enabling the application of these teaching methods this academic year, supporting independent study, assessment, feedback and homework.

Teaching and learning priorities for this academic year include assessment, behaviour for learning, sharing of the individual needs of disadvantaged students to inform effective day-to-day strategies and the effective implementation of special educational needs strategies. To support the acquisition of the fundamental knowledge, concepts and skills required to successfully progress through the 7-year curriculum.

The literacy strategy has been refined and relaunched in September 2021 to focus on improving reading ages and fluency, extending the use of tier two vocabulary and extended writing. The first National NGRL reading tests have been completed in September 2021, with two more planned for January and April 2022. The results will enable targeted intervention where applicable, with personalised teaching strategies. The subsequent tests will provide data to monitor impact to reduce gaps and inform further interventions and professional development priorities.

Review of targeted academic support 2020/21 to inform current academic year

Subject-specific small group interventions based on exam analysis (KS4) and class assessments (KS3) forms part of the co-curriculum relaunched in September 2021. The National Tutoring Programme is part of the recovery curriculum where disadvantaged student can learn key skills in English and maths, which may have been missed during Covid-19 closures.

Student leadership within personal development and across other subject areas has been implemented to develop aspirations and confidence.

To further improve the provision and learning for disadvantaged students with SEND needs during the summer term the SEND team was increased. Two new specialist teaching assistants were employed, an existing post holder was promoted to HLTA (Higher level teacher assistant) and an existing HLTA was redistributed to the SEND team.

Review of wider strategies 2020/21 to inform current academic year

To further support students the pastoral team was strengthened moving from a house block system to a year group system resulting in two additional posts. Increasing capacity related to attendance and progress.

Some students who have complex needs can also have low attendance rates which impacts on their progress and self-esteem. A new academic mentor has been employed to build relationships with these students and narrow gaps of knowledge to encourage the reintegration into school or success within alternative education pathway. A local authority social worker continues to be based at Lord Lawson Academy several times a week contributing to the effective provision for students and their families.